

**North Tahoe School
Accountability Plan
(SPSA, Safety Plan, School Budget and Title I Schoolwide Plan)**

The Single 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.

CDS Code: 31 669446031314
Principal Name: Chad Lindeen
District Name: Tahoe Truckee Unified School District
SPSA Revision Date: 5/13/21
SSC Approval Date: 4/29/21
Local Board Approval Date: 6/1/21

Review of Performance

Celebrations:

- North Tahoe School successfully transitioned to distance learning on March 16, 2020 following closure of our school buildings. Despite the pandemic, we continued learning and celebrated our departing eighth grade students with a drive through promotion parade.

Areas of Need:

- The North Tahoe School community is looking forward to getting our students back in the building for the whole school day. The return to school provides opportunities to assess for learning, adjust lessons and connect with students around academic, social and emotional needs and growth. The return to 5 day per week instruction (partial day) will prove to be beneficial to all students and their families.

Demographic Data:

	Total Enrollment	White	RFEP	SED	Hispanic	SWD	Homeless
2017-2018	458	236	107	226	208	55	0
2018-2019	491	258	136	233	223	56	0
2019-2020	494	266	118	251	227	57	0
2020-2021	466	246	88	249	201	62	0

Conclusions based on this data:

- Our enrollment has decreased due to a large eighth grade departing and a small fifth grade class arriving. Despite having fewer total students, we have an increase of students with disabilities. Additionally we had fewer student RFEP'd due to not being in school during the spring of 2020.

District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

2019-2020 Site Goal 1(based on cohort/growth goal): There will be a 5% increase in the percent of students meeting or exceeding standards on the ELA CAASPP at all grade-levels and in cohort student groups.

2019-2020 Planned Adjustments/Additions of Activities/Strategies:

- Newly adopted ELA materials related to priority standards
- Focus on differentiated small group instruction
- Continue implementation of proficiency scales
- Student progress monitoring toward priority standards
- Laserlike focus around individual student growth
- Continue collaboration around increasing the quantity and quality of academic discourse
- Focus on academic vocabulary
- Increased time spent collaborating within content PLCs to provide vertical articulation and planning for instructional strategies
- Provide intervention systems to assist students in accessing the ELA standards
- Increase the number of students attending academic support before and after school

2019-2020 Actual Activities/Strategies:

Despite school building closures on March 13, 2020, we were able to implement the following planned activities/strategies:

- Newly adopted ELA materials related to priority standards
- Focus on differentiated small group instruction
- Continue implementation of proficiency scales
- Student progress monitoring toward priority standards
- Laserlike focus around individual student growth
- Continue collaboration around increasing the quantity and quality of academic discourse
- Focus on academic vocabulary
- Increased time spent collaborating within content PLCs to provide vertical articulation and planning for instructional strategies
- Provide intervention systems to assist students in accessing the ELA standards
- Increase the number of students attending academic support before and after school

COVID:

- Implementation of Distance Learning platforms

Analysis of Effectiveness:

Site Goal 1 was not met because CAASPP was not administered in 2019-2020. Although our goal was not measurable, we had great success in our focus around standards grading, priority scales, and content PLCs.

2020-2021 Site Goal 1:

By the end of 2020-2021 school year, *(despite COVID, what goals were established)* there will be a 5% increase in the percent of students meeting or exceeding standards on the ELA CAASPP at all grade-levels and in cohort student groups.

2020-2021 Implemented Activities/Strategies: *(despite COVID, what activities/strategies were implemented)*

- Distance Learning schedule
- Hybrid schedule
- Distance learning and hybrid engagement strategies
- Cohort lesson planning
- Continue implementation of proficiency scales
- Student progress monitoring toward priority standards
- Continue collaboration around increasing the quantity and quality of academic discourse

- Focus on academic vocabulary
- Increased time spent collaborating within content PLCs to provide vertical articulation and planning for instructional strategies
- Focus on common and high-yield instructional strategies
- School-wide focus on academic and social/emotional goal-setting and monitoring.

District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

2019-2020 Site Goal 1A:

- Twenty percent of English Learners will be reclassified during the 2019-2020 school year
- We will increase the percent of Redesignated students by 5% during the 2019-2020 school year.

2019-2020 Planned Adjustments/Additions of Activities/Strategies:

- Provided our ELD support by committee
- Use of an additional 0.5 FTE to focus specifically on our ELD students
- ELD teacher provides additional time for our Newcomer students
- ELD teacher provides targeted support for our long-term ELD students
- ELD teacher aligns with ELA teachers to connect her instruction with the newly adopted ELA materials
- Extra focus on reading support
- Use of effective ELD strategies in content area classes
- Increased quality and quantity of student academic discourse
- ELD instruction allows access to intervention to support growth in reading and writing

2019-2020 Actual Activities/Strategies:

Despite school building closures on March 13, 2020, we were able to implement the following planned activities/strategies:

- Provided our ELD support by committee
- Use of an additional 0.5 FTE to focus specifically on our ELD students
- ELD teacher provides additional time for our Newcomer students
- ELD teacher provides targeted support for our long-term ELD students
- ELD teacher aligns with ELA teachers to connect her instruction with the newly adopted ELA materials
- Extra focus on reading support
- Use of effective ELD strategies in content area classes
- Increased quality and quantity of student academic discourse
- ELD instruction allows access to intervention to support growth in reading and writing

COVID:

- Implementation of Distance Learning platforms

Analysis of Effectiveness:

We did not meet the goal of twenty percent of English Learners being reclassified due to COVID 19 moving school to distance learning on March 16,

2020. The second goal of an increase of 5% of Redesignated students meeting CAASPP was not met due to not administering the CAASSP assessment in 2020.

2020-2021 Site Goal 1A: By the end of 2020-2021 school year, *(despite COVID, what goal was established)*

- Twenty percent of English Learners will be reclassified during the 2019-2020 school year
- We will increase the percent of Redesignated students by 5%. during the 2019-2020 school year.

2020-2021 Implemented Activities/Strategies:

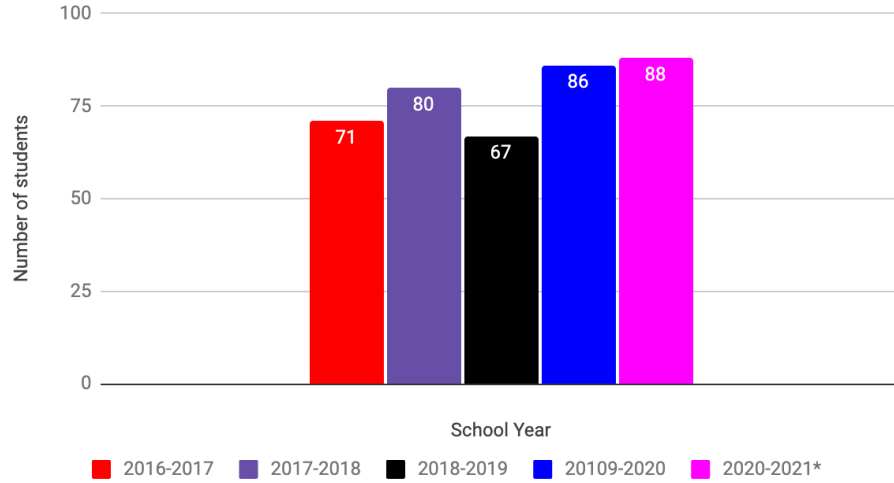
Despite school building closures on March 13, 2020, we were able to implement the following planned activities/strategies:

- Provided our ELD support by committee
- Use of an additional 0.5 FTE to focus specifically on our ELD students
- ELD teacher provides additional time for our Newcomer students
- ELD teacher provides targeted support for our long-term ELD students
- ELD teacher aligns with ELA teachers to connect her instruction with the newly adopted ELA materials
- Extra focus on reading support
- Use of effective ELD strategies in content area classes
- Increased quality and quantity of student academic discourse
- ELD instruction allows access to intervention to support growth in reading and writing

COVID:

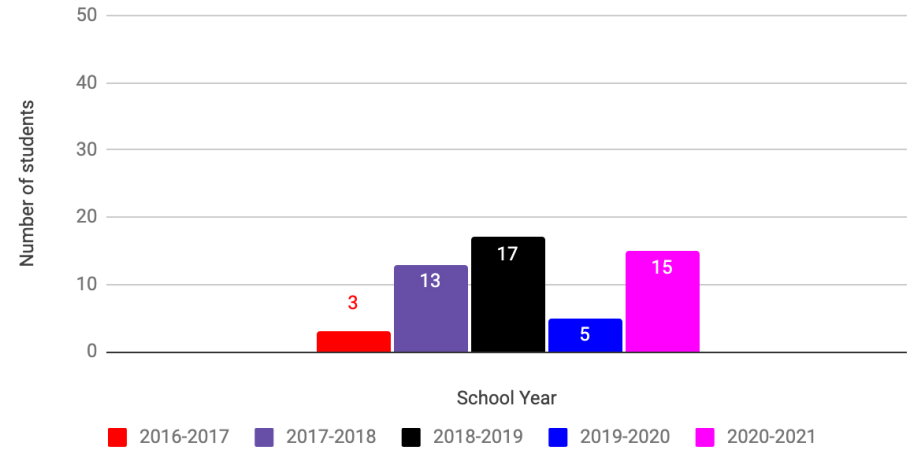
- Implementation of Distance Learning platforms

Total Number of English Learners



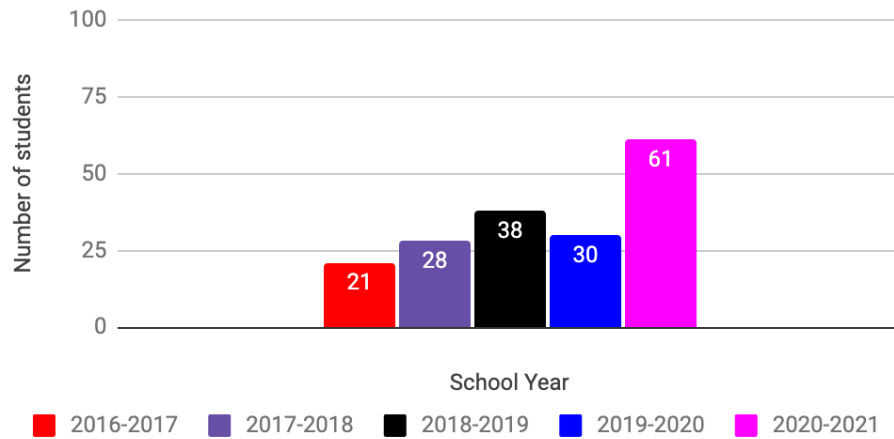
At Risk of Becoming Long Term English Learners

Four or five years in the program



Long Term English Learners

Six or more years in the program



District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

2019-2020 Site Goal 2 (based on cohort): There will be a 5% increase in the number of students meeting or exceeding standards on the Math CAASPP at all grade-levels in both non-cohort and cohort comparisons.

2019-2020 Planned Adjustments/Additions of Activities/Strategies:

- Student friendly proficiency scales
- Monitor student progress of student scaled score and CAASPP
- Use of IXL (math intervention) Smart Scores to practice and show preparedness for math standards not yet learned
- Use of IXL Diagnostic tool to identify student levels and recommended skills
- Designated a grade-level teacher to provide daily math intervention
- ELD support and aides for math support
- Continue implementation of proficiency scales
- Student progress monitoring toward priority standards
- Laserlike focus around individual student growth
- Continue collaboration around increasing the quantity and quality of academic discourse
- Focus on academic vocabulary to support CPM literacy
- Increased time spent collaborating within content PLCs to provide vertical articulation and planning for instructional strategies
- Provide intervention systems to assist students in accessing the Math standards
- Increase the number of students attending academic support before and after school

2019-2020 Actual Activities/Strategies:

Despite school building closures on March 13, 2020, we were able to implement the following planned activities/strategies:

- Student friendly proficiency scales
- Monitor student progress of student scaled score and CAASPP
- Use of IXL (math intervention) Smart Scores to practice and show preparedness for math standards not yet learned
- Use of IXL Diagnostic tool to identify student levels and recommended skills
- Designated a grade-level teacher to provide daily math intervention
- ELD support and aides for math support
- Continue implementation of proficiency scales
- Student progress monitoring toward priority standards
- Laserlike focus around individual student growth
- Continue collaboration around increasing the quantity and quality of academic discourse
- Focus on academic vocabulary to support CPM literacy
- Increased time spent collaborating within content PLCs to provide vertical articulation and planning for instructional strategies
- Provide intervention systems to assist students in accessing the Math standards
- Increase the number of students attending academic support before and after school

COVID:

- Implementation of Distance Learning platforms

Analysis of Effectiveness:

Site Goal 2 was not met because CAASPP was not administered in 2019-2020. Although our goal was not measurable, we had great success in our efforts with standards grading, priority scales, and content PLCs.

2020-2021 Site Goal 2 : By the end of 2020-2021 school year, *(despite COVID, what goal was established)* there will be a 5% increase in the number of students meeting or exceeding standards on the Math CAASPP at all grade-levels in both non-cohort and cohort comparisons.

2020-2021 Implemented Activities/Strategies: *(despite COVID, what activities/strategies were implemented)*

- Distance Learning schedule
- Hybrid schedule
- Distance learning and hybrid engagement strategies
- Cohort lesson planning
- Continue implementation of proficiency scales
- Student progress monitoring toward priority standards
- Student friendly proficiency scales
- Use of IXL (math intervention) Smart Scores to practice and show preparedness for math standards not yet learned
- Use of IXL Diagnostic tool to identify student levels and recommended skills
- Continue collaboration around increasing the quantity and quality of academic discourse
- Focus on academic vocabulary to support CPM literacy
- Increased time spent collaborating within content PLCs to provide vertical articulation and planning for instructional strategies

District LCAP Goal 3: 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. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8) HRS Level 1

2019-2020 Site Goal 3:

- Suspension rate will decrease by 1%.
- Expulsions will remain below 0.5%.
- Reduce chronic absenteeism by 1%
- North Tahoe School will maintain a safe, respectful and responsible school culture with a focus of effort and growth.

2019-2020 Results:

Suspension rate increased by 1%
Expulsions remained below 0.5%
Chronic absenteeism increased by 3%

Was the goal met?

Suspension rate increased by 1%--No
Expulsions remained below 0.5%--Yes
Chronic absenteeism increased by 3%--No

North Tahoe school has a safe, respectful and responsible school culture.	North Tahoe school has a safe, respectful and responsible school culture.--Yes
<p>2019-2020 Planned Activities/Strategies:</p> <p>2019-2020 Planned Adjustments/Additions of Activities/Strategies:</p> <ul style="list-style-type: none"> ● Student of the Month ● Golden Ticket ● NTS Hero Award ● Trusted Adult identification ● Outstanding attendance celebration ● WEB (Where Everybody Belongs) mentorship program ● Celebrate teachers who are in the hall and at their doors during passing periods at staff meetings ● Student Council Leadership ● Life and Learning class that focuses on capturing daily events at school for social media, yearbook, and school media ● Restorative Circles 	<p>2019-2020 Actual Activities/Strategies:</p> <p>Despite school building closures on March 13, 2020, we were able to implement the following planned activities/strategies:</p> <ul style="list-style-type: none"> ● Student of the month ● Golden Ticket ● NTS Hero Award ● Trusted Adult identification. ● WEB (Where Everybody Belongs) mentorship program ● Celebrate teachers who are in the hall and at their doors during passing periods at staff meetings ● Student Council Leadership ● Life and Learning class that focuses on capturing daily events at school for social media, yearbook, and school media ● Restorative Circles ● 466 Trusted Adult Surveys completed <p>COVID:</p> <ul style="list-style-type: none"> ● COVID Laker Message ● NTS Staff Meeting Doc COVID-1 2020 ● Over 200 home visits ● Circle of Care document ● Weekly grade level PLCs ● Weekly staff meetings ● Self-Care support ● SEL focus (every day) ● 332 Postcards positive behavior notes sent home + 98 to incoming fifth graders, welcoming them to our school ● Virtual student announcements (weekly)
<p>Analysis of Effectiveness:</p> <p>Our BEST team meets once a month, during the school year to provide support around school culture. In order to have a “Smart Start” to the school year, we meet twice in August to help prepare lessons about school norms and procedures. These include the above listed strategies and are</p>	

successful systems for the majority of our students. We structure the systems around positive behavior interventions and supports. The BEST team regularly looks at data to revamp systems and keep our student and staff engaged in our Laker community. We also look at the foundation of our school's safe and collaborative culture through the lens of our staff. We strategically plan regular celebrations and include restorative circles/practices in our weekly staff and PLC meetings. On March 13, 2020, our hard work paid off. Our staff went above and beyond their normal call of duty to support each other and, most importantly, our students. We used daily "temperature check" surveys with students to attend to social-emotional needs. With the data from each survey, our teachers and staff completed over 200 home visits, wrote 332 postcards to celebrate student work and dedication to their new learning platforms, attended both weekly staff and PLC meetings, and engaged in self-care activities. Over the last six years, our BEST team has been intact and dedicated to HRS level 1, safe and collaborative culture. We know that this is a best practice for our school community, including students, and stakeholders as it creates a sense of belonging and a place of emotional and academic safety.

2020-2021 Site Goal 3:

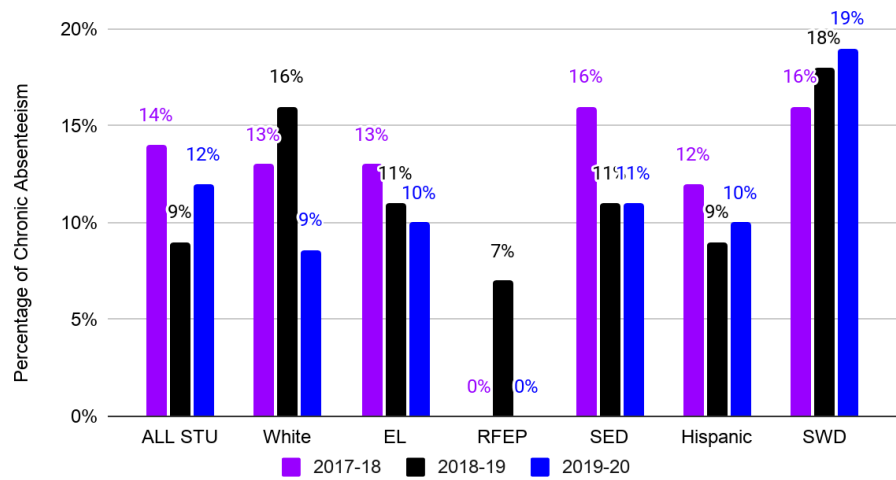
By the end of 2020-2021 school year:

- Suspension rate will decrease by 1%.
- Expulsions will remain below 0.5%.
- Reduce chronic absenteeism by 1%
- North Tahoe School will maintain a safe, respectful and responsible school culture with a focus of effort and growth.

2020-2021 Implemented Activities/Strategies:

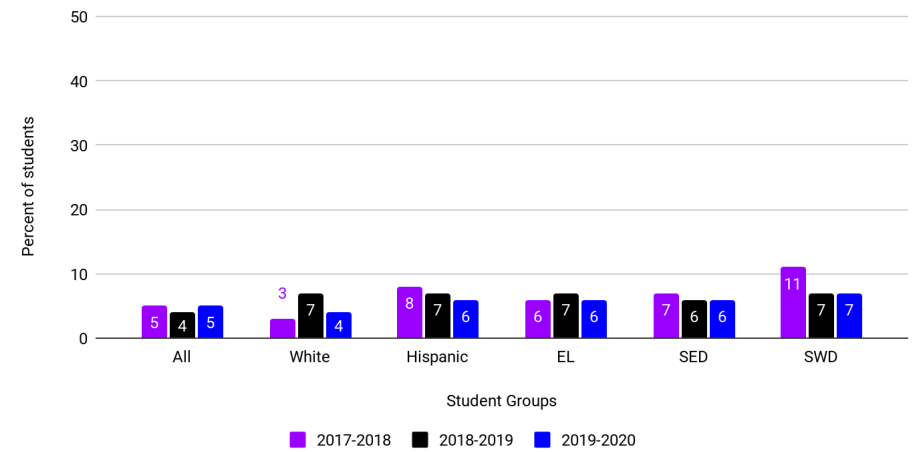
- School Culture Summit with BEST team members, create a plan to rebuild our HRS Level 1
- August PD day focused on HRS Level 1
- Student assembly to support return after COVID
- BEST committee, monthly
- Student of the Month
- Golden Ticket
- NTS Hero Award
- Trusted Adult identification
- Outstanding attendance celebration
- WEB (Where Everybody Belongs) mentorship program
- Celebrate teachers who are in the hall and at their doors during passing periods at staff meetings
- Student Council Leadership
- Life and Learning class that focuses on capturing daily events at school for social media, yearbook, and school media
- Restorative Circles
- Daily SEL lessons
- Self-Care for staff

NTS Chronic Absenteeism



NTS Suspensions

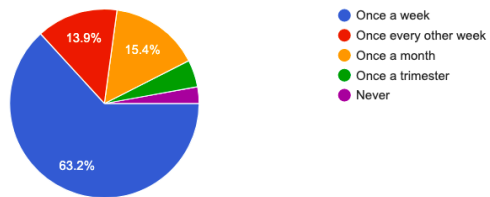
Percentage of students suspended at least once



Student Circle Survey BOY

How often have you participated in a Circle (Restorative or community building) this trimester?

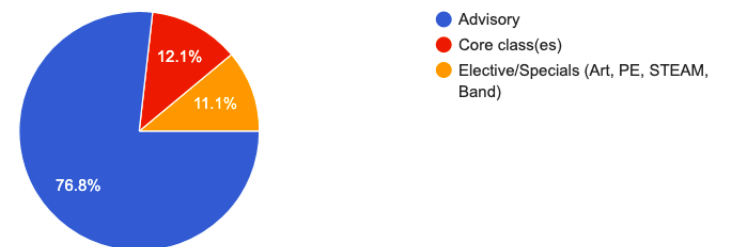
280 responses



Staff Overt Effort Survey BOY

What class(es) have you participated in Circles?

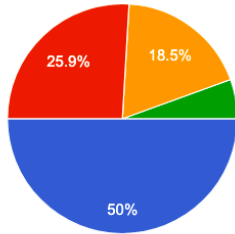
280 responses



I am able to make an overt effort to positively engage with students and staff before school.



54 responses

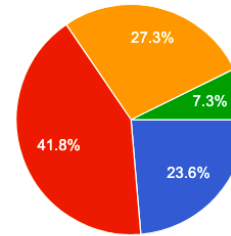


- Yes! I am able to consistently (everyday-most days) make an overt effort-before school.
- Yes. I am able to make an overt effort 2-3 days a week-before school.
- Working on it. I have found some success (1-2 days a week) in making an overt effort-before school.
- I am really struggling with this and have not found success-before school.

I am able to make an overt effort to positively engage with students and staff after school.



55 responses

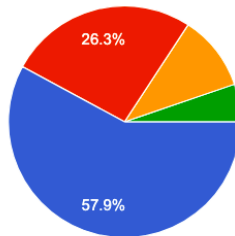


- Yes! I am able to consistently (everyday-most days) make an overt effort-after school.
- Yes. I am able to make an overt effort 2-3 days a week-after school.
- Working on it. I have found some success (1-2 days a week) in making an overt effort-after school.
- I am really struggling with this and have not found success-after school.

I am able to make an overt effort to positively engage with students and staff during passing periods.



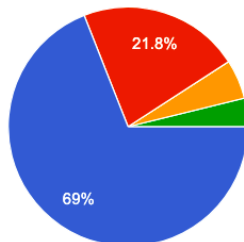
57 responses



- Yes! I am able to consistently (everyday-most days) make an overt effort--passing periods.
- Yes. I am able to make an overt effort 2-3 days a week-passing periods.
- Working on it. I have found some success (1-2 days a week) in making an overt effort-passing periods.
- I am really struggling with this and have not found success-passing periods.

Teachers and staff are nice to me and other students before school.

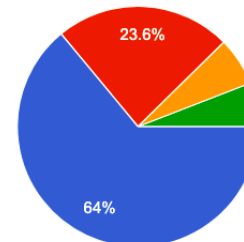
339 responses



- Yes! Everyday-most days.
- Yes. 2-3 days a week this happens.
- Working on it. 1-2 days a week this happens.
- Not often does this happen.

Teachers and staff are nice to me and other students after school.

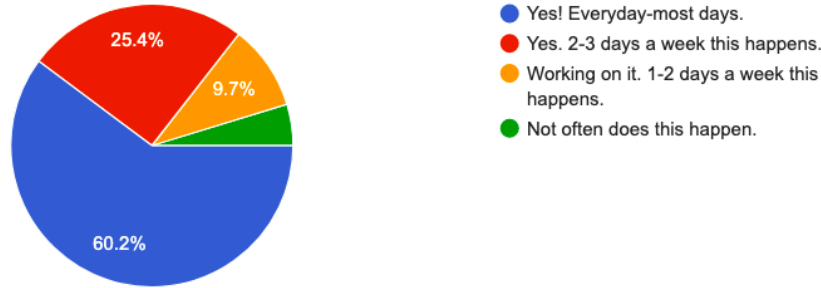
339 responses



- Yes! Everyday-most days.
- Yes. 2-3 days a week this happens.
- Working on it. 1-2 days a week this happens.
- Not often does this happen.

Teachers and staff are nice to me and other students during passing periods.

339 responses



2019-2020 Site Goal 4: North Tahoe School will implement a professional learning community process.

2019-2020 Results:

North Tahoe School effectively implemented professional learning communities, particularly around high expectations for all learners.

Was the goal met? Yes

2019-2020 Planned Adjustments/Additions of Activities/Strategies:

- PD is balanced between school-wide, grade-levels and content areas
- PD focus:
 1. High expectations for all learners and equity

2019-2020 Planned Adjustments/Additions of Activities/Strategies:

- PD is balanced between school-wide, grade-levels and content areas
- PD focus:
 1. High expectations for all learners and equity

2. Proficiency scales
3. Standards grading
4. Increasing the quantity and quality of discourse amongst students

2. Proficiency scales
3. Standards grading
4. Increasing the quantity and quality of discourse amongst students

COVID:

5. Weekly staff meetings
6. Weekly grade level meetings
7. Distance Learning platform mastery

Analysis of Effectiveness:

Prior to school closure due to COVID-19, we were continuing to make progress around our commitment to Professional Learning Communities (PLC) and the focus area of “high expectations for all students” at North Tahoe School. It could be argued the the challenges of COVID-19 in the spring of 2020 and continuing into the 2020-2021 school year created the highest level of professional learning and collaboration that our school has ever engaged in due to the need to learn quickly in order to be effective in distance learning.

2020-2021 Site Goal 4:

By the end of 2020-2021 school year, *(despite COVID, what goal was established)* North Tahoe School will implement a professional learning community process to improve teaching and learning for all students

2020-2021 Implemented Activities/Strategies:

- PD is balanced between school-wide, grade-levels and content areas
- PD focus:
 1. High expectations for all learners and equity
 2. Proficiency scales
 3. Standards grading
 4. Increasing the quantity and quality of discourse amongst students
 5. Progress toward year long standards grading

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:

Members	Role
Christa Barker-Myers	Parent- Chair
Sara Sperry	Parent
Jenn Ragan	Parent
Lisa Ascher	Parent
	Community Member
Dana Hurt	Teacher
Michelle Green	Teacher
Robin Wilson	Teacher
	Classified Staff
Betsy Pillsbury	Assistant Principal
Chad Lindeen	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.

**Appendix A:
Safe Schools Plan Components**

Senate Bill 187 ensures that all California public schools, grades K-12, work in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators, and other persons in the prevention of campus crime and violence, and in developing comprehensive school safety plans that target the safety concerns identified through TTUSD’s systemic planning process which involves XXXXXXXXXXXX

Drill Schedule NTS 2020-2021

Date	Time	Type of Drill
Distance Learning	xxxxx	xxxxx
October	varies	Earthquake w/ Evacuation/Reunification
4/21/19	2:55 pm (6th period)	ALICE w/evacuation
5/19/19	9:00 am (Advisory)	ALICE w/evacuation
6/24/20	1:00 pm	NT Fire

INGRESS/EGRESS PLAN (Updated 2017)

	Primary Location (Day to Day Operations)	Secondary Location (Emergency Plan)
Parent/Student Drop off & pick up	Drop off/pick up lane in faculty parking lot—not bus circle. Parents enter parking lot from north end of parking lot and exit in the south.	Parent/student reunification will be held at the corner of school property or off campus if school is evacuated (Burton Creek/Pomin Park or Nordic Center)

Bus Drop off & pick up	Bus lane in front of school.	During an emergency, the director of transportation will determine pickup and drop off procedures.
Public Entrance to School Site	Signs are posted at the entry requiring all persons to check in with the front desk. This is the only accessible entry to school; side doors are locked during school hours.	During an emergency, parents will pick up students at front desk, at command center, or at Burton Creek/Pomin Park or Nordic Center, depending on the nature of the emergency.
Student/Staff Evacuation (by walking)	Evacuation of students and staff as directed on posted evacuation maps and classroom emergency clipboards.	Depending on the nature of the emergency, the safest location will be determined. Alternative locations include the Nordic Center and Burton Creek/Pomin Park.
Student/Staff Evacuation (by bus)	Student and staff will load in bus zone if available, or in a location determined by the director of transportation.	Depending on the nature of the emergency, the director of transportation will coordinate evacuation sites: Nordic Center and Burton Creek/Pomin Park.
	Trail Directions to Secondary Location	Road Directions to Secondary Location
North Tahoe High School to Nordic Center	Trail: From the upper parking lot walk east from the bus barn to Yellow Trail. Walk east on Yellow Trail across the meadow and continue down the hill to the Nordic Center Lodge. (1 mile)	Road: Head east on Polaris Rd, turn left onto Village Rd, turn left onto Country Club Drive, 925 Country Club Drive, Tahoe City, Ca 96145. (1 mile)
North Tahoe High School to Burton Creek State Park Trailhead and Pomin Park	Trail: Leave the NTHS campus from the trail across from the NTS entrance heading south on Burton creek trail. Continue on down Burton creek trail, you will reach Burton Creek trailhead.	Road: Head east on Polaris Rd, turn right onto Old Mill Rd, turn right onto N. Lake Blvd, turn right at Tamarack Lodge, continue on the road until you hit Burton Creek trailhead. To continue to Pomin park, proceed to HWY 28 and cross the road to the Lake Forest Coast Guard Station/Pomin Park



			Site Funds				
			Intervention - ALS	Site Op	District EL	Lottery	Title 1
			RE 0140	RE 0395	RE 0791	RE 1100	RE 3010
			\$2,000	\$28,490	\$44,877	\$9,900	\$74,930
			Carryover				
	FTE	Total Cost					
Staffing:							
Reading Intervention -	1.00	\$112,020			\$44,875		\$2,498
Bilingual IA - L.	0.75	\$48,172					\$32,116
Campus Monitor	0.875	\$45,349					