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	North Tahoe High School
Address	2945 Polaris Road Tahoe City CA 96145
County-District-School (CDS) Code	31-3130010
Principal	Joanna Mitchell
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	10/29/2021
Schoolsite Council (SSC) Approval Date	
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

TTUSD Vision
All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and be successful in a globally competitive age. This goal will be accomplished through collaboration with students, parents, staff, and the community, united in a dedication to our children's futures. Highly skilled, motivated and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem-solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology. A culture of quality, accountability, responsibility, and respect shall characterize the school district.

North Tahoe High School's Guiding Principles:
North Tahoe High School has adopted TTUSD's Vision Statement as its own and has developed the following guiding principles based on that vision and North Tahoe's unique culture.
Students will be challenged by a relevant and rigorous curriculum with expectations for high levels of learning for everyone
Students will have multiple opportunities to make informed decisions in a supportive, caring environment where respect, honesty, fairness, cooperation, and commitment are practiced
Students will attend a safe campus where social and individual responsibility are promoted
Students will be served through a process of continuous assessment and improvement that requires and values the active participation and contributions of students, staff, parents and other stakeholders
Students will be engaged in a high quality curricular and co-curricular program in which achievement is recognized and rewarded

NTHS Graduation Goals/Student Learner Outcomes

The NTHS Graduation Goals function as NTHS's Mission Statement, outlining the expectations for all NTHS graduates.

A Laker graduate has demonstrated:

College/Career Readiness
Principles -
Broad academic preparation
Specific career and professional education
College and Career research and planning
Measurables -
CTE Pathways Enrollment, Completion, and work-based learning
Post-high school planning
Attainment of A-G Requirements
National Student Clearing House Post-graduation Data
AP and Pre-AP class enrollment, grades, and exam pass rates
GRIT participation
SBAC scores
PSAT 8/9 and 10, and NMST Participation and scores
Demonstration of reading and math growth on STAR

Communication Skills
Principles -
Clear spoken and written communication
Active listening skills
Integration of technology
Professional etiquette
Etiquette for tech use
Critical thinking
Problem-solving
Self-monitoring
Reflection
Collaboration Skills
Measurables -

Schoolwide Scales for Work Ethic and Professionalism, Presentations, Academic Discourse, Writing, Research, Collaboration, and Socratic Seminars
Portfolios/Senior Project
Assignments involving reading and writing across the curricula
Seal of Biliteracy Attainment
Google Suite for Education
Classroom, drive, docs, sheets, Gmail, and drawing

Community Engagement
Principles -
Global Awareness
Community Service
School Involvement
Bilingual communication
Measurables -
Integration of current events across curricula
Completion of courses that focus on Global/Cultural Literacy - AP Human Geography/ Modern World History, Government, Economics, AP Environmental Science, Spanish
Seal of Biliteracy Attainment
Participation in clubs, sports, band, and Leadership/ASB
Cultural events on campus--Cinco de Mayo, Kermes for conferences
ARC participation
30 hours of community service
Student organized political events

Character Development
Principles -
Physical Health
Social/Emotional Wellness
Conflict Resolution / Restorative Practices
Resilience
Self-advocacy
Measurables -
Participation in athletics, clubs, and leadership
PE/Health, PE 2, and culinary curricula
Participation in wellness groups, wellness center support, and mindfulness activities
Identification of personal resources
Community service completion
Work ethic scales
Positive culture--Leadership, Link Crew, Athletes Committed, and relationships

School Profile

North Tahoe High School, named a California Distinguished School in 2019, is one of two comprehensive high schools within the Tahoe Truckee Unified School District. The district also provides two alternative high school experiences through the Cold Stream Alternative program and Sierra Continuation High School. The NTHS campus is shared with North Tahoe School, which is currently a grade 5-8 middle school. There are three charter schools within the geographic boundaries of TTUSD. One, Sierra Expeditionary Learning School, is a K-8 charter sponsored by TTUSD. The other two (Forest Charter School, and Creekside Cooperative Charter School) are sponsored by districts outside TTUSD. Forest Charter School is located in Truckee, California and offers K-12 homeschool support and independent study program for approximately 160 students. Creekside Cooperative is located in Olympic Valley, CA and offers a K-6 program that combines on-site classes and independent study. Tahoe Expeditionary Academy, Sugar Bowl Academy, and Squaw Valley Academy are all private schools within our district's boundaries.

North Tahoe High School serves a student population of 427 students; the student demographic is primarily white (51%) and Hispanic (44%). There has been a slight but steady decrease in the white population and an increase in the Hispanic, RFEP, and SED populations. A significant development is an increase in the SWD population, which is now 10% of our total enrollment and a statistically significant subgroup for the first time in many years. The students of North

Tahoe High School come from all levels of socio-economic backgrounds; 204 (48%) students are eligible for free or reduced lunch. As a result, NTHS is a Title 1 school and has been since 2009.

North Tahoe students tend to be very involved in on-campus activities. Approximately 71% (301) students play at least one school sport, and it is not uncommon for students to participate in a sport every season. 20.6% (88) students are involved in the music program, and 14% (60) are actively involved in student leadership. The average, non-weighted GPA for NTHS is 3.09 and the average, weighted GPA is 3.12; however, 25-30% of students earned at least one D or F at the end of each semester. This affects students' A-G completion rate and CSU eligibility. Therefore, NTHS has been actively monitoring the D/F list at each progress reporting period and is using that information to design interventions.

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

A full committee of all stakeholders including parents, students, staff, and community members participated in our WASC self-study throughout the 2019-2021 school years. This self-study helped us identify our school's critical needs and develop goals and an action plan around those needs. This self-study earned us a six year accreditation period. These WASC goals are supported by our annual SPSA, which is developed by staff and presented to students and parents for input before finalization and approval by ELAC and Site Council

ELAC: : XXXX
Site Council initial: 6/3/21   final:3/10/22

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.7%	0.23%	0.2%	3	1	1
African American	%	0%	%		0	
Asian	0.7%	1.41%	1.1%	3	6	5
Filipino	%	0%	%		0	
Hispanic/Latino	41.82%	43.66%	41.7%	179	186	187
Pacific Islander	%	0.47%	0.2%		2	1
White	53.5%	50.94%	53.1%	229	217	238
Two or More Responses	3.27%	3.05%	2.9%	14	13	13
Not Reported	%	0.23%	0.7%		1	3
			Total Enrollment	428	426	448

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	114	104	133
Grade 10	104	115	105
Grade 11	107	103	108
Grade 12	103	104	102
Total Enrollment	428	426	448

Conclusions based on this data:

1. NTHS enrollment is growing. 2021-2022 enrollment is currently at 457.

2. 2021-2022's freshman class is currently 128, sophomore class is 130, and the current 8th grade is about 128. This should make our enrollment about 90 students greater in 2022-2023 than it was in 2019-2020.

3. Our demographic make up has remained proportionally similar from 2019 to 2022 with about 42% hispanic/latino, 53% white, and 5% other. So enrollment is growing in proportion with our demographics.

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	13	17	26	3.0%	4.0%	5.8%
Fluent English Proficient (FEP)	148	157	144	34.6%	36.9%	32.1%
Reclassified Fluent English Proficient (RFEP)	10	3	3	47.6%	23.1%	17.6%

Conclusions based on this data:

1. Our number of English Learners has doubled since 18-19.

2. An ELA goal for our site is to reclassify more of our Long Term English Learners.

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 11	103		104	102		101	102		101	99		97.1
All	103		104	102		101	102		101	99		97.1

* 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 11	2585.		2629.	26.47		40.59	21.57		25.74	27.45		16.83	24.51		16.83
All Grades	N/A	N/A	N/A	26.47		40.59	21.57		25.74	27.45		16.83	24.51		16.83

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 11	30.39		41.58	38.24		41.58	31.37		16.83
All Grades	30.39		41.58	38.24		41.58	31.37		16.83

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 11	36.27		28.71	42.16		52.48	21.57		18.81
All Grades	36.27		28.71	42.16		52.48	21.57		18.81

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 11	22.55		22.77	62.75		71.29	14.71		5.94
All Grades	22.55		22.77	62.75		71.29	14.71		5.94

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 11	25.49		34.65	51.96		58.42	22.55		6.93
All Grades	25.49		34.65	51.96		58.42	22.55		6.93

Conclusions based on this data:

1. We decreased the number of students not meeting standard by 7.5% and increased the number of students meeting or exceeding standard by 18%

2. We had the most students score below standard in writing than in the other claim areas.

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 11	103		104	100		99	100		99	97.1		95.2
All	103		104	100		99	100		99	97.1		95.2

* 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 11	2598.		2608.	19.00		20.20	27.00		25.25	21.00		24.24	33.00		30.30
All Grades	N/A	N/A	N/A	19.00		20.20	27.00		25.25	21.00		24.24	33.00		30.30

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 11	31.00		22.22	29.00		47.47	40.00		30.30
All Grades	31.00		22.22	29.00		47.47	40.00		30.30

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 11	27.00		27.27	39.00		52.53	34.00		20.20
All Grades	27.00		27.27	39.00		52.53	34.00		20.20

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 11	24.00		22.22	52.00		65.66	24.00		12.12
All Grades	24.00		22.22	52.00		65.66	24.00		12.12

Conclusions based on this data:

1. Our math performance data did not change significantly from 2019 to 2021.

2. We decreased the number of students not meeting standard by 3%.

3. Our students struggle the most with concepts and procedures, with 30% of students not meeting standard.

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
9	*	*	*	*	*	*	*	*	*	*	8	5
10	*	*	*	*	*	*	*	*	*	*	*	4
11	*		*	*		*	*		*	*		4
All Grades										*	12	13

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
9		*	*		*	*	*	*	*	*	*	*	*	*	*
10		*	*	*	*	*		*	*		*	*	*	*	*
11			*	*		*	*		*			*	*		*
All Grades		8.33	7.69	*	33.33	30.77	*	25.00	23.08	*	33.33	38.46	*	12	13

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
9		*	*		*	*	*	*	*	*	*	*	*	*	*
10		*	*	*	*	*		*	*		*	*	*	*	*
11	*		*	*		*			*			*	*		*
All Grades	*	8.33	23.08	*	41.67	38.46	*	16.67	0.00	*	33.33	38.46	*	12	13

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.

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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
9		*	*	*	*	*		*	*	*	*	*	*	*	*
10		*	*	*	*	*		*	*		*	*	*	*	*
11			*	*		*	*		*			*	*		*
All Grades		0.00	7.69	*	33.33	7.69	*	33.33	38.46	*	33.33	46.15	*	12	13

Written Language — Percentage of Students at Each Performance Level for All Students

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
9		*	*		*	*	*	*	*	*	*	*
10	*	*	*		*	*		*	*	*	*	*
All Grades	*	0.00	0.00	*	58.33	61.54	*	41.67	38.46	*	12	13

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
9		*	*	*	*	*	*	*	*	*	*	*
10		*	*	*	*	*		*	*	*	*	*
All Grades		41.67	50.00	*	25.00	33.33	*	33.33	16.67	*	12	12

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**
9		*	*	*	*	*	*	*	*	*	*	*
10		*	*	*	*	*		*	*	*	*	*
All Grades		8.33	15.38	*	58.33	38.46	*	33.33	46.15	*	12	13

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**
9	*	*	*		*	*	*	*	*	*	*	*
10		*	*	*	*	*		*	*	*	*	*
All Grades	*	8.33	7.69	*	66.67	53.85	*	25.00	38.46	*	12	13

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. For our English Learners, English speaking skills are their strongest area.

2. We need to focus on developing the English reading and writing skills of our English Learners.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	106	103	0	97.2
English Learners	4		0	
Foster Youth				
Homeless	1		0	
Socioeconomically Disadvantaged	46	44	0	95.7
Students with Disabilities	8		0	
African American				
American Indian or Alaska Native				
Asian	2		0	
Filipino				
Hispanic	39	38	0	97.4
Native Hawaiian or Pacific Islander	1		0	
White	58	56	0	96.6
Two or More Races	6		0	

Conclusions based on this data:

1. Again, we have a data issue here. This data shows that we had three dropouts. Three were initially identified and I sent information correcting the data; none of them were truly dropouts. I received confirmation that all three were fixed. When Calpads data came out, we still showed two dropouts. This still says three, when it should be zero.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

1. By the end of the 2022-2023 school year, North Tahoe High School will increase the percentage of students scoring meets/exceeds standard on the ELA CAASPP by 5%.

By the end of the 2022-2023 school year, North Tahoe High School will increase by 5% the number of students scoring at the proficient (blue) and advance (green) levels on the STAR Reading test.

2. Site Goal 1A (Target Student Group: SED): By the end of the 2021-2022 school year, North Tahoe High School increase by 5% the number of SED students scoring at the proficient (blue) and advance (green) levels on the STAR Reading test.

3. Site Goal 1B (Target Student Group: EL): By the end of the 2021-2022 school year, North Tahoe High School EL 3/4 students will improve their Reading scores by at least one level on ELPAC.

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

Students are more likely to be college and career ready when they are reading at the proficient/advanced levels. Currently 47% (222/472 students) are currently proficient or advanced.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	School Completes ALL: Hispanic: White: EL: RFEP: SED: SWD: Homeless:	School enters Expected Outcome by June 2022 ALL: Hispanic: White: EL: RFEP: SED: SWD: Homeless:
ELPAC	EL	EL
SED	SED	SED

Planned Strategies/Activities

Strategy/Activity 1

Choice novels and expectations for reading at least 4 books per year
Targeted reading instructional strategies
Pre-AP curriculum at the 9th and 10th grade levels
Work with Instructional coach
Lit circles in all classrooms
Use of Renaissance testing 3 times per year
Teaching librarian with literacy certificate
Reading Apprenticeships
Alternative assessments to target areas of literacy that students need more support in
English teachers focus on literacy
Reading Comprehension work using Read Theory
Choice writing
PD focus on literacy
Sprints using literacy strategies
No Red Ink
Zinc/Commonlit/Kelly Gallagher AOW
Whole Staff PD on Trauma informed practices and SED-specific strategies
Learning Sprints with a focus on SED students

EL Specific:
Bilingual Aide will support students
Literacy and Reading will be the focus of classroom materials.
Students will close read with teacher instruction
Journals and analyzing texts

Students to be Served by this Strategy/Activity

All students with a specific focus on SED student achievement

Timeline

By the end of 2021-2022 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Unrestricted
Budget Reference	None Specified
Description	Operational - Subs for PD, Collaboration and AP Grading (PD)

Amount	3000
Source	Other
Budget Reference	4000-4999: Books And Supplies
Description	Measure AA- Supplemental, high interest reading books

Amount	3000
Source	Other
Budget Reference	4000-4999: Books And Supplies
Description	Measure AA - Technology/student engagement programs

Amount	5000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty - intervention and Tutoring - After School, Saturday School, Ski Skate Week

Amount	14000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	High Interest books, online intervention programs

Amount	8000
Source	Title I
Budget Reference	None Specified
Description	Professional development related to supporting SED student achievement and motivating students for learning and college/career poreparedness

Amount	15000
Source	Title I
Description	Assemblies geared toward promoting student achievement and engagement in school, college and career exploration

Amount	5000
Source	Local Categorical
Description	Professional development related to ELA and reading specific strategies

Amount	1500
Source	EIA Funds
Budget Reference	4000-4999: Books And Supplies
Description	EL specific materials and supplies

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

By the end of the 2022-2023 school year, North Tahoe High School will increase overall Math CAASPP results by 5% (CAASPP Goal) as measured by the number of 11th grade students scoring meets or exceeds standard.

By the end of the 2021-2022 school year, North Tahoe High School will increase by 5% the number of students in each grade level scoring at or above Level 3 (Proficient) on the STAR Math CAASPP Benchmark Report from the beginning of the year to the end of the year.

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

Students are more likely to be college and career ready when they can demonstrate basic math skills.
In 2021 45% of 11th graders scored meets/exceeds standard on the CAASPP test in math
At the beginning of this year, 44% of all math students scored proficient or above on the STAR CAASPP referenced math test.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	School Completes ALL: Hispanic: White: EL: RFEP: SED: SWD: Homeless:	School enters Expected Outcome by June 2022 ALL: Hispanic: White: EL: RFEP: SED: SWD: Homeless:
See Addendum Expected Annual Measurable Outcomes section		

Planned Strategies/Activities

Strategy/Activity 1

Use STAR "Instructional planning class report" to target skills to insert into our curriculum (warm-ups, homework, group practice, etc.)
Sharing star results with all students three times per year (either the STAR Growth Report or STAR Diagnostic Report)
Creating and using a STAR Math Rubric based on growth to put scores into Aeries
Use of IXL, ALEKS, Khan to target skills both videos and problems sets
Doing PLC Sprints using STAR test data and targeting deficit skills
Whole Staff PD on Trauma informed practices and SED-specific strategies
Learning Sprints with a focus on SED students

Students to be Served by this Strategy/Activity

All students enrolled in a math class at NTHS, with specific attention to SED student achievement

Timeline

By the end of 2021- 2022 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Other
Budget Reference	4000-4999: Books And Supplies
Description	Measure AA supplies related to student engagement and support in math and science

Amount	5000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention including after school, SAturday, and Ski Skate week intervention

Amount	1500
Source	Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Operational - Subs for PD, Collaboration and AP Grading (PD)

Amount	8000
Source	Title I
Description	Assemblies related to student engagement and achievement

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative

Goal Statement

By the end of the 2022-2023 school year, North Tahoe High School will be a safe and respectful campus supportive of high levels of learning for all students as measured by an:

increase the percentage of students having a "caring adult on campus" from 87% to 92%.

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

(2020-2021 Data)
29% of Freshman experienced harassment or bullying
32% of Freshman and 20% of Juniors had rumors or lies spread about them
14% of Freshman were afraid of being beaten up
13% of Freshman have been physically victimized at least one time on campus
24% of Freshman had have sexual comments/ gestures made at them
50-57% of Hispanic or Latinx Freshman and Juniors have experienced chronic sadness or hopelessness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Connections Survey	Fall 2021 - 87% os NTHS students reported having a trusted adult on campus that they could go to for help.	By June 2022, at least 92% of NTHS students will report having a trusted adult on campus that they can go to for help

Planned Strategies/Activities

Strategy/Activity 1

Tier 1 Level
Improving implementation and strengths of Hope Squad
Increasing adult support by hiring a social worker
Implementing SEL lessons in Pathways focused on respect and safety
Implementing SEL lessons in Pathways focused on connection, identity, diversity, and community
Promote discussions within classrooms based on these topics to increase self and social awareness within these issues

Provide grade level specific curriculum through the counseling team
Provide mindfulness training and practice
Implement trauma informed practices
Continue support programs like Link Crew
Continue student leadership work to create a connected and positive student culture
Increase collaboration with resources like the Wellness Center, administrators, and teachers to increase relationships with our students
Collaborating with students to understand what they are in need of
Reminding students of school wide norms and values
Working with outside organizations like No Place for Hate, Unity Day, etc. to promote anti-bullying initiatives
Implement an ethics or civics class for upperclassmen
Promoting respect and safety for our "home" or physical building by teaching students to work together to take care of their surroundings
Teachers and students identified who they had a meaningful connection with (student survey and teacher dot activity).
Teachers identified students who needed specific outreach and "adopted" those students.
Trauma informed inservice at the beginning of the year
Staff spirit teams to encourage staff to attend sporting events and dress up/participate in spirit

ASB Leadership
North Tahoe High School will offer an annual Clubapalooza event for the entire student body to sign up for 21 different clubs run and facilitated by staff members. We have also started informal special interest clubs as an additional point of connection; this widens the capacity and environments that staff are interacting and connecting with students.
We will institute our annual Spirit Cup Competition to enhance school spirit and help students interact in a positive atmosphere with their grade level classmates. Our staff will model this spirit in our own competition to support students at various extracurricular events.
Lunchtime events and tournaments will be offered once a month for students to remain active in a fun stress free environment.
Homecoming dress up days, dances, and spirit competitions are offered and will be tracked for student participation and school involvement.

Tier 2
Implement and increase the use of Hope Squad
Increase outreach of What's Up Wellness Checks
Expand the use of restorative practices to address discipline/behavior issues
Continue to establish student support groups as needed (social skills, self- management, etc.)
Continue weekly Circle of Care meetings to target students of concern (discipline referrals, screenings, teacher recommendations, parent recommendations, etc.) and to target problem behavior around safety and respect
Continue Wellness Center, Counselor and Administration check-ins with students
Connect students who need extra support with a positive peer mentor
Ski academy
Any other inservice we should implement?

Tier 3
Weekly check-in with students from counselors
Referrals to therapists as needed
Psychological supports provided to students through their IEP as needed
Home visits for chronically absent students
Motivational supports for chronically absent students
Fine tuning the district wide student in crisis evaluation and referral process
SST meetings and family meetings
Collaborating with student's mental health provider
Implementing the use of sensory tools if needed to prevent negative behavior

Students to be Served by this Strategy/Activity

All students, with a specific focus on students who demonstrate characteristics of being unengaged

Timeline

By the end of the 2021-2022 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	None Specified
Description	Assemblies geared toward increasing student engagement in school

Amount	15000
Source	Title I
Description	High interest book of choice reading to encourage student voice and engagement

Amount	400
Description	Professional development related to Aeries to increase student and parent engagement in and monitoring of student academic progress

Amount	400
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	basic supplies (healthy snacks, emergency change of clothes) to take care of students' most basic needs so they can be present to learn

Amount	8000
Source	Title I
Description	Professional development focused on Trauma informed practices and student motivation/support

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

College and Career Readiness

Goal Statement

Site Goal 4: North Tahoe High School will close the achievement gap by ensuring that all students have the foundational skills (reading, mathematical, and technological literacy) to graduate high school and be successful in college and careers.

2020-2021 Target 4: 85% of 2022 graduates will meet A-G requirements or complete a CTE pathway, thereby demonstrating college and career readiness (Prepared/approaching prepared on the CA dashboard)

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

Since College and Career Readiness as measured by the state became more complicated than just meeting A-G requirements, NTHS College and Career Indicator has been dropping, even though our A-G rates have not.
A-G Rate: 2019 - 63%, 2020- 66%, 2021 - 74%
CCI Prepared Rate: 2019 - 69%, 2020- 64%, 2021 - 57%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Completes see Addendum for Expected Annual Measurable Outcomes section	% 2021 Graduates who were Prepared/Approaching according to CA CCI: 80.7%	% 2021 Graduates who were Prepared/Approaching according to CA CCI: 85%

Planned Strategies/Activities

Strategy/Activity 1

Screen 10th grade students using CCI Aeries Dashboard
Reinstate high school success skills in freshman Pathways classes
Introduce Graduation requirements and A-G in 9th grade Pathways

Roll out the idea of College and Career Readiness in 10th grade Pathways
Reinstate grade level specific curriculum based on college and career exploration in Pathways classes
Create a College and Career Readiness self-evaluation tool for 11th grade Pathways in February before course selection and SBAC/AP testing
Counselors assisting with SART, attendance-based class lessons, and interventions
Increase college exploration opportunities
We strategically scheduled students who were not meeting A-G requirements in the second level CTE Pathways course.
Expanded the CCR program to include a CCR 9, CCR 10-11, and CCR 12 class to support students in reaching the college goals throughout all four years of high school.
Adventure Risk Challenge (ARC) is working closely with all the CCR classes on writing, literacy and college knowledge support
Added a credit recovery Integrated 1 and 2 class taught by a math teacher within the school day to promote the support and success of our struggling math students
Added an additional Foundations class within the school day focused on providing credit recovery through edgenuity in a regular class period.
Added school counselor FTE to 2 full time counselors this year.
Additional focus on listening and writing skills in Social Studies and English classes to increase student success in college, career, and ELA SBAC
Seek to add a CTE Pathway related to a medical field to engage more students in CTE

Students to be Served by this Strategy/Activity

All students will be served by these strategies, but we will be focusing our efforts on our socio-economically disadvantaged students and our struggling students to ensure that fewer students are in the "Not Prepared" category. Though we have strategies that address this goal at every level, the focus of the strategies is on 10th and 11th graders in order to catch students early, before they become off track and to enhance their awareness so that they follow through as seniors.

Timeline

By the end of the 2021- 2022 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	supplies related to transcripts and student files to facilitate post-secondary transition and paperwork

Amount	4000
Source	Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs to support AP testing, WASC Accreditation etc

Amount	2000

Source	Title I
Description	Counseling related professional development
Amount	10000
Source	Title I
Description	College and Career related field trips
Amount	1000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Transcript evaluation tool for determining CCI readiness
Amount	10000
Source	Title I
Description	Assemblies to promote student achievement and engagement in high school and beyond
Amount	500
Source	Unrestricted
Description	Lottery PD - Aeries conference to support the efficiency of record keeping in Aeries and student parent engagement through high school and in transitioning to college/career
Amount	5000
Source	Unrestricted
Description	Lottery - graduation expenses to honor student achievement in high school and encourage the pursuit of college and career after
Amount	4000
Source	Other
Description	Perkins - support CTE programs to engage student with state of the art career equipment and activities to promote pathway completion

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

2020-2021 Target - To move 5 % of students reading in the yellow zone (basic range) to the green zone (proficient range) by the end of the year.
2020-2021 Site Goal 1A: 50% of EL 1/2 students will be meeting A-G requirements for their given school year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR Reading Test A-G Grade level requirement completion	class of 2021 - BOY yellow 17 class of 2022: BOY yellow 21 class of 2023: BOY yellow 20 Class of 2024:BOY yellow 33 5/91 students would move from yellow to green 50% of EL1/2s will pass their required classes for A-G completion	class of 2021: 28% or 5 students moved out of yellow to green class of 2022: 24% or 4 students moved out of yellow to proficient class of 2023: 20% or 4 students moved out of yellow to proficient class of 2024: 42% or 14 students moved out of yellow to proficient 30% (27/91) students moved from yellow to green on STAR test 60% (3/5) of EL 1/2 students met this year's A-G requirements in their schedules

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Look at STAR/Renaissance to see about using a proficiency range for students instead of the STAR reading grade level--target students in the Yellow zone and create opportunities for them to work on reading comprehension and other literacy skills, both in class and with the academic coach. Lit circles books were ordered using a grant from Excellence in Education and will be used in classes to deepen	We targeted students in the Level 2 (Near/Basic Range STAR Results) by focusing on reading for all students in class. We had students silently read in class to make sure we gave them time to read. We could also visibly see them read. Next, we used choice novels for reading and purchased $5000 worth of new novels and placed them in English classrooms. With choice novel reading in the English classes we made up for the loss of silent		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
the conversation between students and the book they are reading Pre-AP is expanded to include 10th grade this year New AP Language textbooks that are more aligned with the skills and new units from AP Increase focus in English classes on reading comprehension skills	reading in Pathways (due to the Covid calendar). For reading informational text the PreAP work in 9 grade and 10 grade focuses on students analyzing articles in class and literature. By purchasing PreAP curriculum for 10 grade, we focused on reading levels that are nationally competitive. We also purchased new AP Language textbooks to ensure our students are gaining the most relevant and current curriculum to challenge them academically.		
Bilingual Aide will work closely with ELs in English class, as well as Math and Science. More support for individual classes will the focus of instruction Language Acquisition through Duolingo and Rosetta Stone. Directly teach learning skills, with a focus on online learning strategies and skills.	Bilingual Aide will work closely with ELs in English class, as well as Math and Science. tutoring during class time and also office hours Directly teach learning skills, with a focus on online learning strategies and skills.		

Analysis

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

Successes
Promotion of reading culture through book choice, time to read, and sharing of reading
Delivery of reading and instructional material as needed
Analysis of short and informational texts
Ability to do Star test at home allowed students to test in a comfortable, less stressful environment
Pre-Ap curriculum promotes critical reading and analysis
New Ap textbooks

Challenges
online and hybrid learning
technology obstacles especially for EL, SWD, and SED students

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

Successes:
Coming back to in person for the last part of the year was successful
Pre-AP strategies in 9th and 10th
Free reading choices
With being on DL, teachers pared down assignments to teach basics to not overwhelm students at home
New AP-textbook has specific and standard aligned practices
Home delivery of books/Admin did home visits for students who were not showing up
Made text available online
Free reading books in Spanish and translated Pre-AP into Spanish

Challenges:
Online and hybrid learning
student engagement, access and consistent attendance

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

To increase by 5% the number of students in each grade level scoring at or above Level 3 (Proficient) on the STAR Math CAASPP Benchmark Report from the beginning of the year to the end of the year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR Math CAASPP	Increase by 5% the number of students in each grade level scoring at or above Level 3 (Proficient) BOY: % of students in each grade level scoring at or above Level 3 (Proficient) on the STAR Math CAASPP Benchmark Report Class of 2021: 67.1% expected - 72% class of 2022: 65.7% expected - 71% class of 2023: 49% expected - 54% class of 2024: 48.4% expected - 53%	EOY: % of students in each grade level scoring at or above Level 3 (Proficient) on the STAR Math CAASPP Benchmark Report 2021: 67.1% 2022: 62.8% 2023: 45.2% 2024: 46.8% Did not meet the 5% for any class. All grade levels stayed mostly consistent regarding %'s.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue using online tools (KHAN, ALEKS, IXL) for individualized skill building Continue to use proficiency scales to clarify learning expectations Intentional relationship building Using synchronous live instruction during distance learning and hybrid to ensure all students have access to quality math instruction	Implemented as planned	See Budget Summary None Specified None Specified 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Using class time to provide individual intervention to students in need of additional support Developing flexible and individualized student intervention plans Figuring how to maintain cooperative learning in the online and hybrid setting			

Analysis

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

Successes
MOY results did actually increase at least 5% across grade levels
Online tools were implemented on a weekly basis
Proficiency scales were used throughout units, usually teacher reading aloud

Challenges
Reduced hours in class (to cover content and interventions within class)
Lots of online school (perhaps students not performing to potential)
Much of the year there was less RTI
End of year testing fatigue may have been present which would effect EOY results. This was Reflected in the 'duration' category on STAR
Cooperative learning groups did not happen in-person. Online breakout rooms fizzled

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

Weekly online practice using online tools was effective helping students continue practicing procedures and communicating reasoning
Reading proficiency scales aloud was slightly effective communicating learning expectations
Students scored slightly better in communicating reasoning (compared to problem solving and procedures)
Cooperative learning environment led to higher proficiency in communicating reasoning

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 June 2021, 70% of students will report tier 1 SEL supports as a helpful (3 to 5 rating) part of their day, an increase of 12%, from 58%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student SEL survey results	70% of students will report SEL supports as helpful	55% of students reported SEL supports were helpful at the Spring survey. Goal was not met

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement a Tier 1 SEL Program for all students Provide SEL specific lessons in the first ten minutes of class every day Provide lessons and activities focused on student requested topics of stress, anxiety, respect and self care Provide connection to school culture through student announcements Provide information on pertinent SEL topics through The Harbor series Provide an opportunity for classes to discuss the weekly topic Provide grade level specific curriculum through the counseling team Provide mindfulness training and practice Increase the use of circles to connect students with peers and teachers	partially implemented		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Train all teachers in Trauma Informed Educational practices Continue peer support programs such as Link Crew and Athletes Committed Continue Student Leadership work to create a connected and positive student school culture Expand student involvement opportunities through Club Rush and the addition of more informal clubs on campus Provide physical conditioning and athletic opportunities as appropriate Expand Tier 2 SEL supports for students Establish Hope Squad Increase outreach for What's Up Wellness Checks Expand the use of restorative practices to address discipline/behavior issues Continue to establish student support groups as needed Continue weekly Circle of Care meetings Continue Wellness Center, Counselor and Administration check-ins with students Expand Tier 3 SEL supports for students who need it Weekly check ins with students by counselors Referrals to therapists as needed Psychological supports provided to students through their IEP as needed Home visits for chronically absent students			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Fine tuning the district wide student in crisis evaluation and referral process SST meetings and family meetings			

Analysis

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

Our goal to implement school wide SEL supports across tiers 1-3 was implemented thoroughly. Each day students received a ten minute SEL lesson that was created by Wellness Center staff and counselors. These lessons followed Collaborative for Academic, Social, and Emotional Learning's (CASEL) content areas for SEL. Such content areas were self-Awareness, self-Management, responsible decision making, relationship skills, social awareness; these areas included topics such as stress, anxiety, respect, integrity, self-care, identity, etc. SEL lessons included videos from The Harbor series produced by Jostens as well as videos created by Wellness Center staff and school counselors. This SEL time also included weekly mindfulness practice. In addition, Wellness Center staff presented a total of 15 additional mindfulness lessons to classes of all grades. All teachers received trauma-informed care training during professional development days before the first day of school. This training was provided by Wellness Center staff and the school psychologist and focused on trauma informed basics and classroom strategies. School counselors provided grade specific curriculum through Pathways on topics such as stress, anxiety, and relationships. Circles were modeled and executed during staff meetings to encourage teachers to implement and increase the use of circles within classrooms. Link Crew programming continued and was provided virtually with a freshman orientation online. Thirty-four juniors and seniors were trained over two days to execute a virtual freshman orientation to connect freshmen to upperclassmen and to provide supports for incoming students. Throughout the year, Link Leaders continued to check in with their freshmen through virtual meetings, in person, socially-distanced activities, and one-on-one communication.

Hope Squad, a suidicide prevention program, was implemented in the winter of 2021. Twelve Students were nominated by their peers and selected to be supports for the school and participated in four suicide prevention trainings. Hope Squad student leaders were asked to be open and supportive people on campus for any student struggling with anxiety, depression, or suicidal ideation. What's Up Wellness Checks were implemented and forty-one students were screened. Students were virtually surveyed and then followed-up during a virtual one-on-one session with What's Up Wellness staff and referred to outside resources when necessary. Circle of Care meets continued to occur weekly and were attended by school administrators, school counselors, Wellness Center staff, school psychologist, and school-based therapists. One-on-one check-ins were facilitated by counselors, school administration and Wellness Center staff. These check-ins were provided virtually and in person during hybrid learning. Referrals were made to school-based therapists and outside community resources. Home visits were executed by school administration to support chronically absent students and to support Cohort C students. The district worked toward refining the student crisis evaluation and referral process. Administration and teachers continued to schedule and participate in SST meetings.

Successes
The majority of SEL strategies were implemented in a strategic and systematic way

Challenges
Limited in person activities reduced opportunities for student involvement/engagement including athletics, clubs, leadership/spirit events etc
Online support groups were minimally attended

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

Successes
The Tier 1 SEL supports and education brought whole school awareness to the importance of social-emotional well being and mindfulness
individualized check ins were very helpful in supporting and engaging students.
Increased access to and connection with ongoing therapist support for students

Home visits

Challenges
Some students "tuned out" for SEL lessons or felt like they were not applicable to them
online meetings for clubs and optional programs were poorly attended

Continuity of lessons was disrupted in the transfer from Wellness Center Liaison to school counselors when the Wellness Center Liaison went on maternity leave in Spring of 2021. With the shift to in person learning and a return to students attending school five days a week, students had more opportunities for in person SEL supports that could have minimized the importance of the ten minute SEL curriculum. Presenting SEL at the tier 1 level and for a limited amount of time could have impacted the effectiveness. It was difficult to create lessons on such deep, intense topics in a limited amount of time that could be digested by all grades and student backgrounds. Similarly, it is unknown how consistent teachers presented the material and with what efficacy or enthusiasm the content was provided. It may have been difficult for teachers to present an SEL lesson outside of their subject area. The shift from SEL topics to academic subject content may have been jarring and awkward. Because the SEL lessons were presented during the first 10 minutes of the day, students may have missed or interrupted the lesson due to tardiness, absenteeism, COVID quarantine, etc.   With no data to compare the effectiveness of this structure of SEL curriculum, it is difficult to determine whether a goal of 70% was too optimistic.

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 4

83% of 2021 graduates will meet A-G requirements or complete a CTE pathway, thereby demonstrating college and career readiness (Prepared/approaching prepared on the CA dashboard)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
class of 2021 A-G/Pathway completion	2019 - 78% prepared/approaching 2020- 71% prepared/approaching expected for 2021 - 83%prepared/approaching	80.7% prepared/approaching - 2.3% short of goal reduced the percentage of students considered "not prepared" for college/career by 9%

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Create a school culture that values being deemed College and Career Ready upon graduation Counselor presentations to increase awareness of College and Career preparation criteria Create a CCR recognition/scholarship at graduation - silver tassel Screen 10th grade students using CCI Dashboard - use info to advise students on 11th grade course selection and ensure all students meet A-G or are a pathway completer as a minimum Continue to provide grade level specific curriculum based on college and career exploration Build college and career exploration in to CTE and CCR classes	Partially implemented		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Use Naviance to explore career interests and opportunities as well as college options and majors. Continue College application, FAFSA, and scholarship workshops Increase college exploration opportunities Continue grade monitoring for D/F list and intervention planning Continue to promote AP participation through GRIT, CCR support classes, and Pre-AP English curriculum Continue to promote academic achievement and support for all students through ELD, Resource, SDC, and Foundations classes Intro to Integrated Math class to get struggling math students support before Integrated 1and 2 Counselors assisting with SART, attendance-based class lessons, and interventions			

Analysis

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

Successes
Online/virtual informational videos and meeting
Increased awareness of college and career readiness with graduation award
Began using CCI criteria as a lense for scheduling in 10th and 11th grade
Expanded CCR curriculum
multi-tiered supports and intervention system

Challenges
The implementation of our actions and services last year were limited by the COVID situation. We were in distance learning and hybrid learning for the 2020-2021 school year. This eliminated the Pathways class period as a vehicle for grade level specific college and career curriculum. It also eliminated in person workshops related to college and career; however, we were able to provide them virtually. Likewise, we were not able to facilitate the college tours and exploration activities that we had planned. These were additionally limited by the reduction of the Career Tech position. Also, we focused on student engagement over attendance. There were fewer opportunities for the Class of 2021 to

meet "Prepared" status in College and Career Readiness, as they did not have 11th grade SBAC scores to act as a second measure for readiness. Also fewer students chose to take Sierra College courses because they were online. This affected the number of students who met only one of two required measures.

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

Our teachers adjusted their instructional and assessment focus to the essential concepts for each class.
AP test scores were up in 2020, but dropped in 2021.
Support classes (Intro to Integrated, Foundations, and CCR) were instrumental in promoting student engagement and success.
Intervention teams allowed us to individually monitor the progress of all students with 2 or more D/Fs on the progress reports. Additionally, there were no D's in the Spring of 2020, which helped a few students meet A-G requirements.
We implemented the Silver Tassle of College and Career Readiness to raise awareness of the criteria and increased education about CCI of 11th graders.
We expanded credit recovery options for students to include a Ski Skate Week credit recovery and offered teacher driven Summer School credit recovery classes in math, English and Biology in addition to classes through Edgenuity.
We strategically scheduled students who were not meeting A-G requirements in the second level CTE Pathways course.

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 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	Todd Rivera will need to provide this number.
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	146,800.00

Allocations by Funding Source

Funding Source	Amount	Balance

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:

Joanna Mitchell School Principal

Rachel Barker, Hana Lamb, Laura HArtung, Tess Timmons Classroom Teachers

Jennifer Hodder Williams Other School Staff

Wendy Buchannan, Lydia Carter, Oliver Phillips Parent or Community Members

Vallerie Laguna, Juan Camacho, Isaac Martinez Secondary Students

Name of Members	Role

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, Joanna Mitchell on