



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
North Tahoe High School	31-3130010	9/23/24	October 16, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by North Tahoe High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by North Tahoe High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

## Educational Partner Involvement

How, when, and with whom did North Tahoe High 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: 9/16/24

Site Council: 9/12/24 and 9/23/24

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The target areas of need for NTHS are (according to 2023 dashboard data, as 2024 data is not yet out) ELA and math CAASPP performance of Socioeconomically Disadvantaged and Hispanic students,

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The target areas of need for NTHS are (according to 2023 dashboard data, as 2024 data is not yet out) math CAASPP performance of Socioeconomically Disadvantaged and Hispanic students,

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We continue to work on increasing the number of students who are prepared to college and career both for all students and for subgroups.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### ELA

1. By the end of the 2024-2025 school year, North Tahoe High School will increase the number of students meeting/exceeding standards in the ALL student group by 5% as measured by CAASPP SBAC: ELA
2. Site Goal 1A (Target Student Group: EL): By the end of the 2024-2025 school year, 80% of North Tahoe High School EL students will improve their reading scores by at least one level or remain at the highest level on ELPAC.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

By 2024-25, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.  
Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We are focusing on continuing our growth from last year as we implement the embedded literacy intervention plan and work on increasing the achievement in ELA for our SWDs and ELs specifically

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - SBAC ELA	CAASPP SBAC: ELA 2023-2024 ALL: 65% White: 79% Hispanic: 44% EL: 0% RFEP: 61% SED: 52% SWD: 11%	CAASPP SBAC: ELA 2024-2025 ALL: 70%
ELPAC	ELPAC 2024 86% increased at least one level (5n) in Speaking PL (or maintained a 4, 19 n) 11% maintained level (3n)	ELPAC 2024-2025 80% of ELs GROW 1 or more levels or remain at highest level in reading

	3% decreased (1n)	
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Continue targeted reading and writing instructional strategies including: Pre-AP curriculum, Choice novels, Articles of the week, Classroom libraries, vocab and word parts, No Red Ink, podcast/video/other speaking and listening projects, and no cell phone policy.	All students	
1.2	The NTHS English Department will implement a literacy intervention program embedded in all English classes. Outside free reading will be encouraged to develop a love of reading and will be monitored through the Beanstack Program.  CAPTI will be used as a reading level monitoring tool  All students will complete Capti reading comprehension BOY Students 2+ below will take Capti six skilled diagnostic Students will work on individual reading level skills at least 1x per week using Commonlit articles or another program	All students	3,300 Title I 5000-5999: Services And Other Operating Expenditures Beanstack program to track student reading 1,000 Title I 4000-4999: Books And Supplies Intervention Novels
1.3	Focus on Academic Discourse and differentiation to promote achievement and literacy development for all students:  Both sprints (PDSA cycles) focused on Academic Discourse/differentiation Whole staff PD on Academic Discourse and differentiation strategies Small group and full class informal and formal discussions/Socratic discussions Podcasting Using Academic Discourse sentence starters Professional Development books to supplement on site PD Clear learning intentions for each class period	All students with a focus on ELs and SWDs	10,000 Title I 5000-5999: Services And Other Operating Expenditures Professional development regarding academic discourse, differentiation, IA training/support, and other supports for SED, EL and at risk students 1,300 Title I 4000-4999: Books And Supplies Professional Development books for teachers to support the professional learning around differentiation and supporting all learners.
1.4	Continuing EL Specific strategies: Use of bilingual aides, literacy and reading focus in classrooms, journaling and analyzing texts, support for other academic classes embedded in ELD	All English Learners	45,573 Title I 2000-2999: Classified Personnel Salaries

	<p>classes, ELD Coordinator will reinforce schoolwide reading, writing, speaking and listening strategies. Use of Listenwise to systematize student listening skills</p> <p>Use of community engagement strategies specifically with ELAC, DELAC, and Grit</p> <p>Increase student and parent participation in ELAC and Grit meetings</p> <p>Continue the addition of a second bilingual aide</p> <p>Continue Newcomer program and intake procedure</p> <p>Ensure all ELS are getting an ELD class or ELD through LC</p> <p>IA training</p> <p>Professional development specifically about newcomers</p>		<p>Additional Bilingual Aide support for English Learners 5754</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>EL related curricular supports and school supplies including but not limited to Flashlight 360, I pads for ELs in Biology, and novels</p>
1.5	Pilot a text for Newcomers to ensure a guaranteed and viable curriculum for ELD	All English Learners	
1.6	Summer Language Program to keep ELs developing language skills over the summer.	All English Learners	<p>1,300</p> <p>Title I</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Extra duty to provide English instruction and workshops for English learners throughout the summer</p>
1.7	Substitutes for teachers to collaborate, observe each other and pursue professional development	All students	<p>3000</p> <p>Title I</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Substitutes for collaboration, field trips and PD</p>

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The English department consistently implemented common strategies including outside reading, Pre-AP curriculum implementation, No Red Ink, vocabulary work, essay development and speaking and listening projects. The whole staff worked on incorporating academic discourse in all classes. Teachers also used the Interim IAB assessments to introduce students to the CAASPP format.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We added a significant amount of money to professional development on differentiation midyear.

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.

Because we met the speaking goal for English Learners, we are moving the EL target to improving reading scores on the ELPAC. We are also changing the overall literacy strategies to include outside reading monitored through Beanstack, reading comprehension measured by CAPTI and reading practice individualized by weekly articles.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Math

By the end of the 2024-2025 school year, North Tahoe High School will increase the number of students meeting/exceeding standard in the ALL student group to 47% (a 5% increase from 2024 CAASPP scores) as measured by CAASPP SBAC: Math

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

By 2024-25, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.  
Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We are continuing to work on improving our math achievement overall in our first full year of Carnegie Math implementation (after piloting last year), with a focus on Increasing the achievement of our SWDs and ELs specifically

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - SBAC Math	CAASPP SBAC Math- 2023-2024 All: 42% White: 57% Hispanic: 20% RFEP: 28% EL: 6% SED: 23% SWD: 0%	CAASPP - SBAC Math 2025 ALL: 47%

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue successful math strategies: Recruit and retain highly qualified math teachers	All students enrolled in a math class at NTHS, with specific attention to	



	<p>Use RTI (Intervention period within the block schedule) test corrections and retakes to help struggling students gain a higher level of mastery</p> <p>Use online, individualized math programs to help meet students' individual foundational math needs</p> <p>Use of IXL and Khan (online individualized math programs) to target skills through both videos and problem sets</p>	SED student achievement	
<b>2.2</b>	<p>Use the CAASPP practice/interim assessments as a learning tool</p> <p>Use district TOSA to help implement CAASPP test framework, sample questions and interim assessments</p> <p>Continue specific education on the CAASPP test itself and its importance so that students take the test seriously and provide incentives</p>	All students enrolled in a math class at NTHS, with specific attention to SED student achievement	
<b>2.3</b>	<p>Continue professional development provided by Carnegie for new math adoption</p> <p>Learn how to maximize the curricula, interventions, and supports - including Mathia</p> <p>Orient new teachers to the math curriculum and predominant strategies</p>	All students enrolled in a math class at NTHS	
<b>2.4</b>	<p>Focus on Academic Discourse and differentiation to promote achievement and literacy development for all students:</p> <p>Both sprints (PDSA cycles) focused on Academic Discourse/differentiation</p> <p>Whole staff PD on Academic Discourse and differentiation strategies</p> <p>Small group and full class informal and formal discussions/Socratic discussions</p> <p>Podcasting</p> <p>Using Academic Discourse sentence starters</p> <p>Professional Development books to supplement on site PD</p> <p>Clear learning intentions for each class period</p>	All students with a focus on ELs and SWDs	
<b>2.5</b>	<p>Improve the use of instructional aide and resource teacher support in math classes.</p> <p>Continue targeted support in high needs math classes - bilingual aides, sped aides/co-teachers, peer tutors</p> <p>release time for math training with IAs</p>	English Learners and Students with Disabilities primarily, but will serve all students with more support in class	
<b>2.6</b>	Substitutes for teachers to collaborate, observe each other and pursue professional development		

## Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The new math pilot covered the essential standards and aligned with the CAASPP much better than the previous curriculum. This resulted in a 9% increase in achievement. Now that teachers and students are familiar with the curriculum, we will be able to do even better with enforcing critical concepts.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We added a significant amount of money to professional development on differentiation midyear.

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.

Because we saw significant gains in math achievement last year, we are setting the goal of continuing that improvement incrementally by 5% next year. With an increased focus on differentiation, we aim to increase the achievement of English Learners and Students with Disabilities even more.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Safe, Supportive and Collaborative School Climate

By the end of the 2024-2025 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:

Maintaining chronic absentee rates at or below 15% and suspension rates at or below 2.5%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2: Address the needs of our learners through continued enhancements to safety and wellness programs, counseling, resources for academic achievement, effective learning environments, facilities, and infrastructure for students, educators, and staff.

Goal #3: Proactively support belonging and inclusion for all students, families, educators, and staff and continue to develop strong community connections to each other and to the valuable and precious resources in the Tahoe-Truckee region.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We are focusing on continuing our progress from last year as we continue the use of restorative practices and identified interventions to address suspension rates and chronic absenteeism, with an additional focus of increasing parent engagement with our school community.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension Rate 2023-2024: All: 0.6% White: 1.1% Hispanic: .9% EL: 2.4% RFEP: 0% SED: 2.2% SWD: 0%  Total Days of Out of School Suspension: 13 Total Number of Students Out of School Suspended: 3	Suspension Rate 2024/25  ALL: 2.5%  SWD: 2%

Chronic Absentee Rate	<p>Chronic Absentee Rate 2023-2024:</p> <p>All: 13%  White: 9%  Hispanic: 17%  EL: 19%  RFEP: 18%  SED: 17%  SWD: 28% (not counted on CALPADS report 9/14)</p> <p>Total Number of Students Chronically Absent: 116 (2022), 113 (2023), 64 (2024)</p>	<p>Chronic Absentee Rate 2024/25</p> <p>Less than 15%</p>
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Continue the use of previous Tier 1 Intervention Strategies centered around Hope Squad outreach, continued use of our Wellness Center, SEL curriculum in all Pathways classes, student support organizations such as Leadership and Link Crew, implementing Connections Survey to identify students in need of a safe and caring adult on campus, trauma-informed care and Nurtured Heart practices for all teaching staff, Restorative Classroom Practice training for all teaching staff during pre-service days, offering an annual Clubpalooza for student organization opportunities for students, student spirit competitions , and providing flexible learning environments for all student learners on campus.</p> <p>Continue to provide social spaces for students to utilize on campus, including engaging entertainment activities and flexible seating options. Will continue to engage our parent community with expanded membership in PTO, ELAC, Boosters, FAN Club and more. We will continue to provide student assemblies focused on the theme of student well-being over the course of the school year.</p> <p>Additionally, all teachers will participate in Nurtured Heart Training as part of their pre-service agenda prior to the start of the school year, in an effort to sustain a restorative culture at school.</p>	All students, with a specific focus on students who demonstrate characteristics of being unengaged	
3.2	Continue Tier 2 social/emotional intervention strategies: the use of Hope Squad with students, use of restorative practices to address	All students, with a specific focus on students who	

	<p>discipline/behavior issues within the classroom, continue using wellness student support groups as needed, use of 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.</p> <p>We will also continue to use our MTSS model for CARE team referrals (including entering and exiting students), as well as continue to run the Wellness Center with a full time Wellness Center Specialist, along with a Mental Health Specialist 4 days/week.</p>	demonstrate characteristics of being unengaged	
<b>3.3</b>	<p>Continue with Tier 3 Social/emotional intervention strategies: Weekly check-in with students from counselors, on site referrals to therapists as needed, psychological supports to students through their IEP as needed, on site short term therapy provided by the mental health specialist, home visits for severely chronically absent students, family meetings with chronically absent students, providing SST meetings for at-risk students, and providing security and certainty to students in need by providing school supplies, and emergency clothing for students in need so they can maintain positive attendance and succeed in class</p> <p>Continue to offer additional groups therapy sessions led by Wellness Center staff based on student needs and concerns, 1 on 1 support for drug counseling, and behavior support plans with regular check-ins with NTHS administration. Continue after school groups and restorative practices (alternatives to suspension) including MBSAT and other groups. Provide extra duty for interpreters to ensure equal access as needed.</p>	All students, with a specific focus on students who demonstrate characteristics of being unengaged	500 Title I 4000-4999: Books And Supplies Clothing, and school supplies as needed
<b>3.4</b>	<p>NTHS administration will continue to utilize schoolwide restorative practices as an alternative to suspension. This will include using the following strategies:</p> <p>Discipline policies surrounding tardies, absences, academic dishonesty, bullying/harassment, and classroom intervention will be reconstructed with a progressive discipline focus that stresses early teacher-based intervention and restorative intervention</p> <p>Using Restorative Modules for student infractions as part of a progressive discipline approach. These modules will follow a 5E learning model, where students will need to reflect on the incident, explore their educational and life goals, explain the importance of changing their behavior, applying new solutions to their behavior, and creating an</p>	All students with a focus on Students with Disabilities and reducing suspension rates	3000 Title I 5000-5999: Services And Other Operating Expenditures Provide PD on restorative practices, alternatives to suspension, student wellness, leadership building/activities, student engagement, counseling as needed to implement tier 1-3 strategies

	<p>action plan going forward. These will be shared with NTHS administration and used as part of their action plan with future behavior check ins. These modules will cover the following behavior interventions: attendance, bullying/harassment, academic dishonesty, decision-making, vaping, marijuana, inappropriate language, cell phone use, and cyberbullying. Each restorative module has been divided into a Tier 1 module and a Tier 2 module, based on the number of violations for that particular behavior with the student. Restorative modules will continue to be completed in a controlled and supervised setting by NTHS administration, such as lunch detention or after-school detention</p> <p>Conflicts between students will be restored using a standardized restorative conference process, facilitated by school administration or Wellness Center staff.</p> <p>We will expand professional development learning with teaching staff on restorative practices in the classroom, alternatives to suspension, student wellness, leadership building/activities, student engagement, counseling as needed to implement tier 1-3 strategies</p>		
<p><b>3.5</b></p>	<p>NTHS will continue the use use Attention to Attendance, an attendance software, in conjunction with all of the other schools in TTUSD to audit student attendance and to generate attendance letters, conferences, and to initiate additional interventions as a means to decrease chronic absenteeism. NTHS administration will continue to do attendance presentations to parents via ELAC, PTO and other parent groups. These presentations will cover defining excused and unexcused absences, reviewing the TTUSD attendance matrix, how to contact the attendance office, reviewing attendance notifications/alerts/letters, and how attendance is coded by the school.</p> <p>Chronic absentee letters are going to be implemented this year in addition to the above stated intervention letters, which warns families of being at risk of missing 10% or more of the instructional time of the school year due to absences.</p> <p>In addition, an MTSS system of attendance interventions will be implemented with the goal of a standardized response and intervention process for all students at risk of becoming chronically absent.</p>	<p>All Students</p>	
<p><b>3.6</b></p>	<p>NTHS will expand parent outreach events using community engagement initiative strategies. These events will include coffee with the administration, parent support workshops on topics chosen by parents, expanded college and career</p>	<p>Parent Community</p>	<p>1025 Title I 4000-4999: Books And Supplies</p>

	presentations and continued parent wellness events. Community engagement initiatives are practices focused on creating two-way communication between school and family that are both equitable and culturally responsive.		Child care at meetings, supplies, and meeting snacks
3.7	Implement no phone or airpod in classroom policy schoolwide	All Students	
3.8	Provide extra duty for classified staff in support of providing equal access to after school support programs including MBSAT, providing childcare at parent meetings to increase engagement, and training to better support SED/EL/SWD	All Students with focus on SED and ELs	2000 Title I 5000-5999: Services And Other Operating Expenditures Classified Extra Duty

# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Overall, all of the articulated strategies were fully implemented, including the use of restorative modules as an alternative to suspension, student assemblies, expanded social spaces on campus, leveraging the Wellness Center to expand student groups and support on campus, and automated attendance interventions with the use of SchoolStatus Attend.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Through the FPM process, we learned that using funds for student snacks is not an allowable expense. This will affect how we move forward with social/emotional intervention strategies.

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.

While there are not any major changes to this goal or its annual outcomes, an additional focus on parent engagement has been added with the hopes of building capacity and partnerships to help maintain or even lower current suspension and absentee rates.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### College and Career Readiness

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.

2024-2025 Target 4: At least 70% of 2025 graduates will be prepared according to the state CCI metrics, thereby demonstrating college and career readiness (Prepared on the CA dashboard)

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

Goal #2: Address the needs of our learners through continued enhancements to safety and wellness programs, counseling, resources for academic achievement, effective learning environments, facilities, and infrastructure for students, educators, and staff.

Goal #3: Proactively support belonging and inclusion for all students, families, educators, and staff and continue to develop strong community connections to each other and to the valuable and precious resources in the Tahoe-Truckee region.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We are working to increase the number of ways students can meet the requirements to be considered prepared for college and career by the state, bring awareness to what it means to be prepared, and ensure accurate data. We increased by 7% last year and want to continue that growth with the current senior class, growing at least 10% over two years.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CCI - % graduates Prepared/Approaching Prepared	CCI Prepared 12th Graders 2023-2024:  All: 67%	% 2025 Graduates who were Prepared according to CA CCI: 70%



## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Continue academic counseling, intervention, success celebrations and support services:</p> <p>Counselors assisting with SARTs, college exploration opportunities and field trips, promotion of pathway completion, CCR support, ARC partnership, Foundations support class, Edgenuity for credit recovery, supported Integrated 3 class, Saturday school/after school intervention, credit recovery contracts, Circle of Care meetings, educational programs that support engagement and student achievement, provide school supplies to students in need,</p> <p>Continue additional Bilingual Aide to support ELs in academic classes</p> <p>Maintain 3 complete CTE Pathways with work based learning opportunities</p> <p>Add: Research an articulated college course at Sierra college for dual enrollment</p>	All students with a focus on EL, SED and students struggling academically	5700 Title I 5000-5999: Services And Other Operating Expenditures intervention, Saturday School/Tutoring, and credit recovery contracts
4.2	<p>Maintain Pathways curriculum at each grade level</p> <ul style="list-style-type: none"> <li>• create an articulated Scope and Sequence for each grade level including:</li> <li>• college and career readiness topics</li> <li>• SEL topics</li> <li>• Life/adulting skills</li> <li>• Guided grade level reading</li> </ul>	9-12th grade students	
4.3	<p>Maintain the GRIT Program as a team led system involving CCR Teacher, ARC, both administrators, community liaison, lead teachers and both counselors</p> <p>Beginning of year GRIT parent meeting CCR 9 Pathways 11 GRIT CCR 12 Progress Report Academic Meetings - divided in 4 groups RTI seminars FAFSA workshop Pathways to College for students and parents</p>	100 GRIT students in 9-12th grade	6,000 Title I 5000-5999: Services And Other Operating Expenditures College and career field trips and exploration activities
4.4	Analyze senior projected qualifications at the beginning of the year to allow students the opportunity to make informed decisions based on	11-12th grade students	

	<p>end of year awards etc. (ie. Seal of Biliteracy, Tassel of College and Career Readiness, A-G, CTE completer etc)</p> <p>Create and maintain in house, individually analyzed CCI dashboard</p> <p>Create a CCI target student list for specific interventions</p>		
4.5	<p>Continue to improve data veracity and monitoring systems</p> <p>Work with Aeries team and TOSAsto develop an CCI monitoring dashboard in Aeries to see how students are progressing towards being college and Career ready throughout their four years. Figure out a streamlined process to ensure that data is correct in a timely fashion</p> <p>Make sure that college credits and AP passed tests are tagged in Aeries so more students who meet the requirements are recognized</p> <p>Provide professional development on CCI, support systems, other school visits, WASC</p> <p>Purchase and use outside UC/CSU transcript service</p> <p>Streamline the Newcomer intake and scheduling process</p> <p>Create 4 year plan and CCI dashboard in Aeries so these do not need to be done by hand. This will have long term results more than short term results.</p>	All students but with focus on SED, SWD, EL	
4.6	<p>Increase awareness of and preparation for high stakes tests such as the CAASPP</p> <p>Increase student and parent education on importance of CAASPP in seal of biliteracy, college and career readiness, EAP - outreach by grade and in specific classes (AP Spanish, English)</p> <p>Teach students how to prepare for high stakes end of semester finals as one time summative assessments</p> <p>Use of interim CAASPP assessments throughout the year</p> <p>Create an incentive and recognition program for CAASPP with PTO</p> <p>Increase AP pass rates - 2 AP Passes = prepared - Increase information about pass rates and helping students decide which AP tests to take at sign ups - increase preparation for AP tests with more review sessions, focus on test prep and study skills throughout the year</p> <p>Offer SAT on site exam</p>	All students but with focus on 11th grade	
4.7	<p>Organize college and career related field trips to increase exposure and interest in post-secondary educational opportunities</p>		9,000 Title I

# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

NTHS was successful in transforming the Grit program into a team effort, increasing awareness of post-secondary options throughout the campus and improving data veracity by meticulously comparing reports with site hand counted data. Systematizing this in Aeries continues to be a priority that we need district support with. The hand created CCI dashboard for the class of 2024 was instrumental in improving our CCI and will be continued this year. This in addition to increasing the number of pathway completers over the year has had a significant positive effect. We were not able to secure dual enrollment opportunities with Sierra College.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Through the FPM process, we learned that some of our field trips that were focused on increasing college and career education we not allowable expenses because they were connected with a form of entertainment such as a baseball game. This will affect how we move forward with planning college and career field trips in the future.

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.

We will continue to advocate for the use of Aeries to facilitate four year plans and a CCI dashboard for individual students and ensuring all data is input appropriately. We will continue to advocate for a way for more students to access college courses with on site dual enrollment opportunities. We will continue the counseling of seniors about what they need to do this year to achieve the awards they want at the end of the year - thus improving college and career readiness. We will add additional focus on preparing students for high stakes tests including the SAT, AP exams, and finals through explicit teaching of study skills.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$106,210
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$98,452.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$98,452.00

Subtotal of additional federal funds included for this school: \$98,452.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$98,452.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Title I	98,452.00

## Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	45,573.00
4000-4999: Books And Supplies	9,579.00
5000-5999: Services And Other Operating Expenditures	43,300.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I	45,573.00
4000-4999: Books And Supplies	Title I	9,579.00
5000-5999: Services And Other Operating Expenditures	Title I	43,300.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	71,227.00
Goal 3	6,525.00
Goal 4	20,700.00

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Joanna Mitchell	Principal
Rachel Barker, Hana Lamb, Ryan Novack, Kate Teller	Classroom Teacher
Jennifer Williams	Other School Staff
Anibal Cordoba Sosa, Megan Hallenberg, Marissa Rusek	Parent or Community Member
Vallerie Laguna, Miguel Sanchez Lopez, Gunnar Lucas	Secondary Student

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**



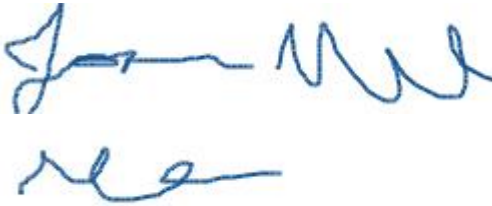
English Learner Advisory Committee

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 9/23/24.

Attested:



Principal, Joanna Mitchell on 9/23/24

SSC Chairperson, Miguel Sanchez on 9/23/24