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## 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.

<b>School Name</b>	North Tahoe School
<b>Address</b>	2945 Polaris Road Tahoe City CA 96145
<b>County-District-School (CDS) Code</b>	22-609452
<b>Principal</b>	Chad Lindeen
<b>District Name</b>	Tahoe Truckee Unified School District
<b>SPSA Revision Date</b>	
<b>Schoolsite Council (SSC) Approval Date</b>	10/25/23
<b>Local Board Approval Date</b>	11/15/23

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.

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# School Vision and Mission

## North Tahoe School Mission Statement:

Our mission is to collaborate with all students, their families, and community partners of North Tahoe School to develop all aspects of our students. Our goal is to provide social and emotional learning as a foundation for all so that our students can access an enriching academic curriculum with the highest learning standards for all. North Tahoe School will prepare students to always perform their best and to become contributing members of our culturally diverse world.

## North Tahoe School Vision Statement:

North Tahoe School will empower our students to be their best selves by striving, advocating, collaborating to become world class citizens who embrace challenges. We will prepare our students to be innovative and forward thinkers who are culturally responsive leaders.

# School Profile

We are a 6-8 school located in Tahoe City, California overlooking the great Lake Tahoe. North Tahoe School prides itself on the core values of being safe, respectful, responsible, and kind. We believe that the culture we have developed allows all students the opportunity to learn at high levels in order to be prepared to graduate from high school and be college and/or career-ready. North Tahoe School also supports our two major feeder elementary schools' focus areas of Two Way Immersion and Science while building our community together. In addition to offering high-quality learning opportunities in the core areas of math, science, social studies, and English, we also utilize a daily 30 minute enrichment period in order to meet the individual needs of students whether it be through academic support or meeting the needs of our accelerated learners. We also believe in the importance of supporting the social and emotional needs of each student. This support is approached through our weekly Second Step curriculum as well as through our counseling staff, school wellness center and partnerships within the community. Lastly, we offer several enrichment opportunities at North Tahoe School. These include art, STEAM, band, and physical education during the school day as well as Jazz Band, many sports offerings, Eco-Action, and countless field trip offerings with the support of Sierra Watershed Education Partnership (SWEP). We are constantly working together with our students, parents, and community stakeholders to provide the best education possible. Lastly, we offer AVID electives and support school-wide AVID strategies with a specific emphasis on academic discourse throughout all class offerings at North Tahoe School.

# Educational Partner 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

Educational Partners were engaged with the SPSA in the following manner:

Step 1: Educational Partners were provided an overview of the plan in a transparent and factual manner.

Step 2: Questions asked by the presenter were developed to engage Educational Partners with understanding plan elements, surfacing questions, concerns, and ideas for actions.

Step 3: Questions, concerns, and ideas from each meeting were captured on an overall Educational Partners document. Other means of communication(email, in person, etc.) were also made available.

Step 4: Questions were answered either at a follow-up meeting, via email, or in person.

Step 5: Actions were considered for the SPSA based on the following: alignment to the district & school vision, what the research says, and the availability of human and financial resources to implement and monitor the suggested action.

Meeting Dates (see steps above):

10/18/23: School Site Council (SSC)

Site council supports the goals for ELA and Math as they relate to increased students meeting/exceeding standards. Additionally, the SSC supports the actions steps around implement academic discourse strategies to improve learning as well as the work around Standards Referenced Reporting with the use of proficiency scales and a new reporting system

(JumpRope). Lastly, SSC supports the efforts around goal three particularly continuing the action steps to build a positive school culture.

10/17/23 English Language Learners Advisory Committee (ELAC)

ELAC members were appreciative to better understand the new Standards Referenced Reporting platform (JumpRope). They also like the focus on academic discourse and all of the efforts made around Social Emotional Learning and hope we continue those efforts.

10/25/23: Site Council

Administration reported out around the feedback given my ELAC parents. We did a final review including goal 4 that supports teacher development through the Plan, Do, Study Act and the budget. At the conclusion of the 10/25/23 SSC meeting, the North Tahoe School Site Council approved the School Plan for Student Achievement (SPSA) for the 23-23 school year.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	%	0.33%	2	0	1
African American	0.4%	%	0%	2	0	0
Asian	1.1%	1.24%	0.67%	5	4	2
Filipino	%	0.31%	0%		1	0
Hispanic/Latino	43.5%	41.49%	41.14%	205	134	123
Pacific Islander	%	%	0%		0	0
White	52.4%	54.18%	53.51%	247	175	160
Multiple/No Response	1.9%	2.48%	3.01%	9	8	9
	<b>Total Enrollment</b>			471	323	299

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 5	95		
Grade 6	120	88	99
Grade 7	130	111	92
Grade 8	126	124	108
<b>Total Enrollment</b>	471	323	299

### Conclusions based on this data:

1. Our student enrollment declined during the 2022-2023 school year as a result of many of our fifth grade students choosing not to continue in the TWI classroom from Kings Beach.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	89	58	43	18.9%	18.0%	14.4%
Fluent English Proficient (FEP)	98	67	71	20.8%	20.7%	23.7%
Reclassified Fluent English Proficient (RFEP)	1			1.1%		

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

ELA

### Goal Statement

By the end of the 2023-2024 school year, North Tahoe Middle School will increase the percentage of students meeting/exceeding standards in the ALL student group by 5% points as measured by CAASPP: SBAC ELA.

Site Goal 1A (Target Student Group: EL): By the end of the 2023-2024 school year, 58% of North Tahoe Middle School EL students will grow at least one level as measured on ELPAC and/or be reclassified.

Site Goal 1B (Target Student Group: SED): By the end of the 2023-2024 school year, North Tahoe Middle School will increase the percentage of SED students meeting/exceeding standards by 5% points as measured by CAASPP: SBAC ELA.

### LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

### Basis for this Goal

The basis for this goal is to increase student learning in all sub-populations.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	<p>CAASPP - SBAC ELA 2023</p> <p>ALL: 60% Hispanic: 35% White: 73% EL: 8% RFEP: 45% SED: 18% SWD: 11%</p>	<p>CAASPP - SBAC ELA 2024</p> <p>ALL: 65% Hispanic: 40% White: 78% EL: 13% RFEP: 50% SED: 23% SWD: 16%</p>
ELPAC	<p>EL: 53% of students grew a minimum of one level and/ or were Reclassified (22% of students grew a minimum of one level on ELPAC, 17 Reclassified, and 2 were both grew one level and Reclassified)</p>	<p>EL: 58% of students will grow a minimum of one level and/ or Reclassified (27% of students grow a minimum of one level on ELPAC, at least 20 Reclassified, and 4 grow one level and/or will be Reclassified)</p>
SED Goal Metric	<p>SED: 18% met or exceeded in ELA standards.</p>	<p>SED: 23% meet or exceed standards.</p>



Metric/Indicator	Baseline	Expected Outcome
ATSI goal	SWD: 11% met or exceeded in ELA standards.	SWD: 16% meet or exceed standard.

## Planned Strategies/Activities

### Strategy/Activity 1

North Tahoe Middle School will continue their Plan, Do, Study, Act (PDSA) school-wide to implement AVID strategies (WICOR: Writing, Inquiry, Collaboration, Organization, Reading) with a specific emphasis (District-Wide Goal) of increase effective academic discourse in all classrooms in order to increase student learning for all students.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

By the end of 2023-2024 school year.

#### Person(s) Responsible

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

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

The North Tahoe Middle School Reading intervention teacher will use the Rewards and 6 Minutes Solution reading materials to improve students reading accuracy/fluency and reading comprehension as measure by DIBELS and STAR reading assessments.

#### Students to be Served by this Strategy/Activity

Students far below grade-level reading

#### Timeline

By the end of 2023-2024 school year.

#### Person(s) Responsible

Reading intervention teacher, classroom teacher, and administration

#### Proposed Expenditures for this Strategy/Activity

Amount	65,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	The North Tahoe Middle School Reading intervention teacher will use the Rewards and 6 Minutes Solution reading materials to improve students reading accuracy/fluency and reading comprehension as measure by DIBELS and STAR reading assessments.

### Strategy/Activity 3

English Language Arts teachers will meet regularly to implement Standards Referenced Reporting systems to improve student learning by the use of proficiency scales, common assessments, and grade level tasks that show evidence of learning. We will also utilize a new standards referenced grading platform (JumpRope) to allow students, teachers and parents to monitor academic progress in ELA.

### **Students to be Served by this Strategy/Activity**

All Students

### **Timeline**

By the end of 2023-2024 school year.

### **Person(s) Responsible**

Language Arts teachers, Special Education teachers, Reading Intervention teachers, and Administration.

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 4**

ATSI Specific Strategies

1. Special Education teachers will regular plan with core teachers in Language Arts and push-in to classrooms to support special education students.
2. Special Education teachers will monitor the implementation of effective accommodations during core instruction and provide improved access to California State Standards.
3. The North Tahoe Middle School Intervention teacher will provide researched-based reading accuracy/fluency and comprehension interventions using Rewards and Six Minute Solution. Special education teachers will also provide "Sunday" (Comprehensive Reading Intervention) to fidelity for IEP students who need intensive reading support and frequent monitoring of their progress.

### **Students to be Served by this Strategy/Activity**

Students with Disabilities (SWD)

### **Timeline**

By the end of 2023-2024 school year.

### **Person(s) Responsible**

Language Arts teachers, Special Education teachers, Reading intervention teachers, Program Specialist and principal

### **Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Math

### Goal Statement

By the end of the 2023-2024 school year, North Tahoe Middle School will increase the percentage of students meeting/exceeding standards in the ALL student group by 5% points as measured by CAASPP: SBAC Math.

### LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

### Basis for this Goal

The basis for this goal is to increase student learning in all sub-populations.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	CAASPP - SBAC ELA 2023  ALL: 45% Hispanic: 25% White: 59% EL: 4% RFEP: 33% SED: 26% SWD: 9%	School enters Expected Outcome by June 2024  ALL: 50% Hispanic: 30% White: 64% EL: 9% RFEP: 38% SED: 31% SWD: 14%

### Planned Strategies/Activities

#### Strategy/Activity 1

North Tahoe Middle School will continue their Plan, Do, Study, Act (PDSA) school-wide to implement AVID strategies (WICOR: Writing, Inquiry, Collaboration, Organization, Reading) with a specific emphasis on increasing effect academic discourse in all classrooms to increase student learning for all students.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

By the end of 2023- 2024 school year.

**Person(s) Responsible**

School administrators, staff and district staff will support as needed.

**Proposed Expenditures for this Strategy/Activity**

Amount

0

**Strategy/Activity 2**

North Tahoe Middle School Mathematics teachers will meet regularly to implement Standards Referenced Reporting systems to improve student learning by the use of proficiency scales, common assessments, and grade level tasks that show evidence of learning. We will be implementing a new Standards Referenced grading platform (JumpRope) to communicate academic progress for students, teachers and parents.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

By the end of the 2023-2024 school year.

**Person(s) Responsible**

Math teachers and Special Educations teachers.

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 3**

Math Intervention will be provided for students below grade-level standards in math

**Students to be Served by this Strategy/Activity**

North Tahoe Middle School students scoring below grade level in mathematics on the SBAC and STAR math.

**Timeline**

By the end of the 2023-2024

**Person(s) Responsible**

Math teachers and special educations teachers.

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 4**

ATS:

ATSI Specific Strategies

1. Special Education teachers will regular plan with core teachers in Math and push-in to classrooms to support special education students.
2. Special Education teachers will monitor the implementation of effective accommodations during core instruction and provide improved access to California State Standards.
3. Special Education and Math teachers will provide intervention to students below the grade-level standard in math.

**Students to be Served by this Strategy/Activity**

Students with Disabilities (SWD)

**Timeline**

By the end of the 2023-2024

**Person(s) Responsible**

Math teachers and special educations teachers.

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Safe, Supportive, and Collaborative

### Goal Statement

By the end of the 2023-2024 school year, North Tahoe Middle School will be a safe and respectful campus supportive of high levels of learning for all students as measured by a:

1. 1% point decrease in suspension
2. 4% point decrease in chronic absenteeism

By the end of the 2023-2024 school year, North Tahoe School will be a continue to make gains in being a safe, responsible and respectful campus supportive of high levels of learning for all students as measured by an increase in our social-emotional learning survey increase.

ATSI specific Goal: Same as above.

ATSI specific Goal: Same as above.

### 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.

### Basis for this Goal

North Tahoe School Expectations:

- 1) Follow directions the first time given.
- 2) Practice active listening.
- 3) Use respectful tone and language.
- 4) Do your best and be your best self!

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	Suspension Rate 2023: 2023 ALL: 5% Hispanic: 5% White: 5% EL: 0% SED: 6% SWD: 14%	Suspension Rate: 2024 ALL: 4% Hispanic: 4% White: 5% EL: 0% SED: 5% SWD: 13%
Chronic Absenteeism	Chronic Absenteeism 2023: ALL: 25% Hispanic: 27% White: 23%	Chronic Absenteeism: 2024 ALL: 23% Hispanic: 25% White: 21%

Metric/Indicator	Baseline	Expected Outcome
	EL: 19% SED: 24% SWD: 41%	EL: 17% SED: 22% SWD: 39%

## Planned Strategies/Activities

### Strategy/Activity 1

All North Tahoe School students will know how to "Live Like a Laker" by 1) Following directions the first time given, 2) Practice Active Listening, 3) Use respectful tone and language, 4) Be your best self and do your best.

#### Students to be Served by this Strategy/Activity

The North Tahoe School culture team meets once a month to continue the positive school culture through SEL activities, practices, actions, and student input.

#### Timeline

By the end of the 2023-2024 school year.

#### Person(s) Responsible

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

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Advisory class implemented in our daily schedule. During Advisory students and staff learn and practice, social emotional learning through the 2nd step/In Control curriculum, mindfulness, and restorative practices as supported by our school counselors.

#### Students to be Served by this Strategy/Activity

All

#### Timeline

By the end of the 2023-2024 school year.

#### Person(s) Responsible

All staff and students.

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

Positive behavior interventions such as a student of the month, student council, second-year implementation of our AVID program, WEB, and Wellness programming.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

By the end of the 2023-2024 school year.

**Person(s) Responsible**

All staff and students.

**Proposed Expenditures for this Strategy/Activity**



# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Implement effective Professional Learning Communities to improve student learning.

### Goal Statement

By the end of the 2023-2024 school year, North Tahoe School will use effective cycles of inquiry to increase academic discourse and implement Standards Referenced Reporting systems by the use of proficiency scales, common assessments, and grade-level tasks that show evidence of learning.

### 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.

Goal #2: By 2023- 2024, TTUSD implements effective and consistent instructional practices that meet the needs of all students.

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

### Basis for this Goal

The basis for this goal is to increase student learning in all sub-populations.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
All stakeholder survey data for progress monitoring through Jumprope.	2023 Baseline North Tahoe School increased academic discourse through AVID strategies in all classrooms and improved Standards Referenced Reporting to monitor progress.	Teacher teams will use effective cycles of inquiry to increase academic discourse using AVID strategies and implement Standards Referenced Reporting systems by the use of proficiency scales, common assessments, and grade-level tasks that show evidence of learning.

### Planned Strategies/Activities

#### Strategy/Activity 1

By the end of the 2023-2024 school year, North Tahoe School will have increased the use of AVID strategies (WICOR: Writing, Inquiry, Collaboration, Organization, and Reading) and improved standards-referenced reporting with the use of our new Standards Referenced grading system (JumpRope), which will increase communication of academic progress for students, teachers and parents.

#### Students to be Served by this Strategy/Activity

All students

**Timeline**

By the end of the 2023-2024 school year.

**Person(s) Responsible**

School administrators, staff and district staff will support as needed.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	See Budget Summary

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 1

By the end of the 2022-2023 school year, North Tahoe Middle School will increase the percentage of students meeting/exceeding standards in the ALL student group by 5% points as measured by CAASPP: SBAC ELA.

Site Goal 1A (Target Student Group: EL): By the end of the 2022-2023 school year, 70% of North Tahoe Middle School EL students will grow at least one level and/or be reclassified as measured on ELPAC.

Site Goal 1B (Target Student Group: SED): By the end of the 2022-2023 school year, North Tahoe Middle School will increase the percentage of SED students meeting/exceeding standards by 5% points as measured by CAASPP: SBAC ELA.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC ELA	2023 CAASPP - SBAC ELA ALL: 63% Hispanic: 36% White: 82% EL: 12% RFEP: 43% SED: 30% SWD: 15%	2023 CAASPP - SBAC ELA ALL: 60% Hispanic: 35% White: 73% EL: 8% RFEP: 45% SED: 18% SWD: 11%
ELPAC	EL: At least 70% of North Tahoe Middle School students would grow a minimum of one level on ELPAC.	EL: 53% of students grew a minimum of one level and/ or were Reclassified (22% of students grew a minimum of one level on ELPAC, 17 Reclassified, and 2 were both grew one level and Reclassified)
SED Goal Metric	SED: 30% of SED students will meet or exceed ELA standards.	SED: 18% of SED students meet or exceed ELA standards.
ATSI goal	SWD: 15% of SWD students will meet or exceed ELA standards.	SWD: 11% of SWD students meet or exceed ELA standards.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
North Tahoe Middle School will continue their Plan, Do, Study, Act (PDSA) cycles as well as the implementation of AVID strategies (WICOR: Writing, Inquiry,	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Collaboration, Organization, Reading) with a specific focus on effective academic discourse to increase student learning for all students school-wide.</p>			
<p>The North Tahoe Middle School Reading intervention teacher will use the Rewards and 6 Minutes Solution reading materials to improve students reading accuracy/fluency and reading comprehension as measure by DIBELS and STAR reading assessments.</p>	<p>Implemented as planned</p>	<p>The North Tahoe Middle School Reading intervention teacher will use the Rewards and 6 Minutes Solution reading materials to improve students reading accuracy/fluency and reading comprehension as measure by DIBELS and STAR reading assessments. 1000-1999: Certificated Personnel Salaries Title I 65,000</p>	
<p>English Language Arts teachers will meet regularly to implement Standards Referenced Reporting systems to improve student learning by the use of proficiency scales, common assessments, and grade level tasks that show evidence of learning. Additionally, we will use a new standards referenced grading platform (JumpRope) in communicate academic progress to students, teachers and parents.</p>	<p>Implemented as planned</p>		
<p>ATSI Specific Strategies  1. Special Education teachers will regular plan with core teachers in Language Arts and push-in to classrooms to support special education students.  2. Special Education teachers will monitor the implementation of</p>	<p>Implemented as planned</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>effective accommodations during core instruction and provide improved access to California State Standards.</p> <p>3. The North Tahoe Middle School Intervention teacher will provide researched-based reading accuracy/fluency and comprehension interventions using Rewards and Six Minute Solution. Special education teachers will also provide "Sonday" (Comprehensive Reading Intervention) to fidelity for IEP students who need intensive reading support and frequent monitoring of their progress.</p>			

## Analysis

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

Each grade level completed multiple PDSA cycles with a focus on academic discourse, and students increased their speaking and listening involvement in each classroom. This increased equity of talk around a task for all students and increased student engagement. In addition, we completed the first year of AVID implementation via each grade-level AVID elective course to increase student learning for our SED students enrolled in AVID. The North Tahoe Middle School Reading intervention teacher used the Rewards and 6 Minutes Solution reading materials to improve student reading accuracy/fluency and reading comprehension as measured by DIBELS and STAR reading assessments. English Language Arts teachers met regularly to implement Standards Referenced Reporting systems to improve student learning by the use of proficiency scales, common assessments, and grade-level tasks that show evidence of learning.

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

Overall, we saw an increase of 2% in our ELA scores. Our sixth-grade team saw an increase in equity of talk in all core classes. Students participated in Speaking and Listening activities during Socratic Seminars in their ELA classes, teachers provided sentence frames and ensured equality of talk for all students while increasing the rigor and text to task. By using precision partnering, they saw an increase of 100% engagement in academic conversations. The seventh-grade team focused on Claim, Evidence, and Reasoning (CER) in each core class. They used similar strategies in each class so that our students did not have to relearn a different format or skill entering into each content. The overall seventh-grade ELA cohort scores increased by 29% in meeting or exceeding CAASPP scores. The eighth-grade team's PDSA focus was on academic vocabulary. All teachers worked together to pre-teach academic vocabulary in core content areas. The first iteration was with a science focus, our Special Education, ELD, and Language Arts teachers used AVID strategies to frontload the academic vocabulary and the Claims, Evidence, Reasoning, and structure. We saw 89% of our eighth graders score a 2.5 or above on their CER using the academic vocabulary, up from 76% of the students who scored a 2.5 or above on their initial vocabulary test in addition to a 1% increase in the 8th-grade cohort ELA scores for meets and exceeds standards. Although we did not meet our goals for our subgroups, we did not see a decrease in scores and had a few percentage increases. Fifty-three percent of our EL students grew a minimum of one level and/or were reclassified. Twenty-two percent of our ELD students grew a minimum of one level on ELPAC, 17 were reclassified, and 2 were both grew one level and Reclassified. Lastly, 24% of our SED students meet or exceed ELA standards as well as 12% of SWD students meet or exceed ELA standards.

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

None

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.

This year we are increasing AVID strategies school-wide by including three rotating enrichment classes for seventh and eighth-grade students in addition to requiring each PDSA cycle to include AVID strategies that focus on academic discourse. These changes can be found in the Planned improvement areas number one, three, and four.

# Annual Review and Update

**SPSA Year Reviewed: 2022-23**

## Goal 2

By the end of the 2022-2023 school year, North Tahoe Middle School will increase the percentage of students meeting/exceeding standards in the ALL student group by 5% points as measured by CAASPP: SBAC Math.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC Math	2023 CAASPP - SBAC Math  ALL: 51% Hispanic: 28% White: 69% EL: 9% RFEP: 32% SED: 25% SWD: 22%	2023 CAASPP - SBAC Math  ALL: 45% Hispanic: 25% White: 59% EL: 4% RFEP: 33% SED: 26% SWD: 9%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
North Tahoe Middle School will continue their Plan, Do, Study, Act (PDSA) cycles as well as the implementation of AVID strategies (WICOR: Writing, Inquiry, Collaboration, Organization, Reading) with a specific emphasis on academic discourse to increase student learning for all students school-wide.	Partial implementation		
North Tahoe Middle School Mathematics teachers will meet regularly to implement Standards Referenced Reporting systems to improve student learning by the use of proficiency scales, common assessments, and grade-level tasks that show	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
evidence of learning. Additionally, we will use a new standards-referenced grading platform (Aeries) to communicate academic progress to students, teachers, and parents.			
Math Intervention will be provided for students below grade-level standards in math	Implemented as planned		
<p>ATS:</p> <p>ATSI Specific Strategies</p> <p>1. Special Education teachers will regular plan with core teachers in Math and push-in to classrooms to support special education students.</p> <p>2. Special Education teachers will monitor the implementation of effective accommodations during core instruction and provide improved access to California State Standards.</p> <p>3. Special Education and Math teachers will provide intervention to students below the grade-level standard in math.</p>	Implemented as planned		

## Analysis

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

North Tahoe Middle School engaged in several Plan, Do, Study, Act (PDSA) cycles as well as the implementing AVID strategies (WICOR: Writing, Inquiry, Collaboration, Organization, Reading) The strategies and activities were implemented; however we did not reach our goal. North Tahoe Middle School Mathematics teachers met to implement Standards Referenced Reporting systems to improve student learning by the use of proficiency scales, common assessments, and grade level tasks that show evidence of learning. Despite our implementation, our CAASPP math scores (whole school) decreased from 46% meeting/exceeding to 45% meeting/exceeding.

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

Although our PDSA cycles supported student learning in the classroom, they did not have a positive impact on our CAASPP math state test scores, rather our student achievement remained nearly the same the year prior. The strategies used in the PDSA cycles were focus on ELA as opposed to Math.



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

None

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.

As a result of stagnant CAASPP math scores, our District is piloting a new curriculum during the 2023-2024 school year. Additionally, our district and school will focus intently on increasing academic discourse in our math classes in order to improve learning. At North Tahoe School, we will be specifically using AVID instructional strategies to implement academic discourse as well as to support all of the WICOR strategies. This focus will also be the focus of our PDSA cycles during the school year. North Tahoe Middle School Mathematics teachers will meet regularly to implement Standards Referenced Reporting systems to improve student learning by the use of proficiency scales, common assessments, and grade-level tasks that show evidence of learning. Lastly, we will use a new standards-referenced grading platform (JumpRope) to communicate academic progress to students, teachers, and parents. These strategies should support an increase in meeting and exceeding standards in Math as they are research-based best practices to increase academic achievement. These changes can be found in the Planned improvement areas number one, three, and four.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 3

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

1. 1% point decrease in suspension
2. 2% point decrease in chronic absenteeism

By the end of the 2022-2023 school year, North Tahoe School will be a safe and respectful campus supportive of high levels of learning for all students as measured by an increase in our social-emotional learning survey increase.

ATSI specific Goal: Same as above.

ATSI specific Goal: Same as above.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	<p>Suspension Rate Goal for 2023:</p> <p>ALL: 8%                      Hispanic: 1%                      White: 8%                      EL: 2%                      SED: 3%                      SWD: 3%</p>	<p>Suspension Rate: 2023</p> <p>ALL: 5%                      Hispanic: 5%                      White: 5%                      EL: 0%                      SED: 6%                      SWD: 14%</p>
Chronic Absenteeism	<p>Chronic Absenteeism Goal for 2023:</p> <p>ALL: 26%                      Hispanic: 16.8%                      White: 23%                      EL: 18%                      SED: 12%                      SWD: 39%</p>	<p>Chronic Absenteeism: 2023</p> <p>ALL: 25%                      Hispanic: 27%                      White: 23%                      EL: 19%                      SED: 24%                      SWD: 41%</p>

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All North Tahoe School students will know how to "Live Like a Laker" by 1) Following directions the first time given, 2) Practice Active Listening,	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3) Use respectful tone and language, 4) Be your best self and do your best.			
Advisory class implemented in our daily schedule. During Advisory students and staff learn and practice, Social Emotional learning through the 2nd step curriculum/Incontrol, mindfulness, and restorative practices as supported by our school counselors.	Implemented as planned		
Positive behavior interventions such as student of the month, student council, AVID program, and WEB.	Implemented as planned		

## Analysis

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

All strategies were implemented in addition to success in our Wellness Center programming and therapist for our students in greatest need.

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

Our suspension rate decreased by 4% exceeding our target goal. In addition, our chronic absenteeism rate decreased by 3%, exceeding our goal from the 2022-2023 school year. This is due to our focus on social-emotional learning, school-wide positive behavior interventions, and our tier two and three interventions. These interventions directly relate to our school culture, when students feel safe, supported, and welcomed on campus, they attend more regularly. In addition, our tier-one positive behavior interventions help support our students in understanding our rules and school behavior expectations.

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

none

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.

For the 2023-2024 school year, we will add three AVID Enrichment classes for our seventh and eighth-grade students. In addition, our professional development will be focused on implementing AVID strategies in all content areas with a focus on academic discourse. This year we are including the In-Control curriculum fo SEL learning in addition to 2nd Step. These changes can be found in Planned Improvement goal #3.

# Annual Review and Update

**SPSA Year Reviewed: 2022-23**

## Goal 4

By the end of the 2022-2023 school year, North Tahoe School will use effective cycles of inquiry to increase academic discourse and implement Standards Referenced Reporting systems by the use of proficiency scales, common assessments, and grade-level tasks that show evidence of learning.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
All stakeholder survey data for progress monitoring through Jumprope.	2023 Expected Outcomes North Tahoe School increased academic discourse in classrooms and improved Standards Referenced Reporting By moving from benchmarking to year-long reporting.	North Tahoe School PDSA cycles increased academic discourse in classrooms and improved Standards Referenced Reporting By moving from benchmarking to year-long reporting.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
By the end of the 2022-2023 school year, North Tahoe School will use effective cycles of inquiry to increase academic discourse and implement Standards Referenced Reporting systems by the use of proficiency scales, common assessments, and grade-level tasks that show evidence of learning.	Implemented as planned	See Budget Summary None Specified None Specified 0	

## Analysis

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

Each grade level completed multiple PDSA cycles with a focus on academic discourse, and students increased their speaking and listening involvement in each classroom. This increased equity of talk around a task for all students and increased student engagement. In addition, each grade level implemented an AVID elective course. Students in this class learned about college career opportunities, went on a field trip to UNR, and three parent AVID education nights.

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

Our sixth-grade team saw an increase in equity of talk in all core classes. Students participated in Speaking and Listening activities during Socratic Seminars in their ELA classes, teachers provided sentence frames and ensured equality of talk for all students while increasing the rigor and text to task. All core classes used the conversation starters: 1) Tell something you are thinking 2) Revoice something you heard from someone else and 3) Ask a genuine question. By using these and precision partnering, they saw an increase of 100% engagement in academic conversations. The seventh-grade team focused on Claim, Evidence, and Reasoning (CER) in each core class. They used similar

strategies in each class so that our students did not have to relearn a different format or skill entering into each content. The overall seventh-grade ELA scores increased by 29% in meeting or exceeding CAASPP scores. The eighth-grade team's PDSA focus was on academic vocabulary. All teachers worked together to pre-teach academic vocabulary in core content areas. The first iteration was with a science focus, our Special Education, ELD, and Language Arts teachers used AVID strategies to frontload the academic vocabulary and the Claims, Evidence, Reasoning, and structure. We say 89% of our eighth graders score a 2.5 or above on their CER using the academic vocabulary, up from 76% of the students who scored a 2.5 or above on their initial vocabulary test.

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

none

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.

During the 2023-2024 school-year, we will continue the grade-level PDSA cycles with an expectation of using AVID strategies school-wide during our second year of implementation with a specific focus on academic discourse in all classrooms to increase student learning for all students. In addition, we will use JumpRope for our grading system to better monitor progress for Standards Reference Reporting. These changes can be found in Planned Improvement 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	Title One
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	65,000.00

## Allocations by Funding Source

Funding Source	Amount	Balance
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# Expenditures by Funding Source

Funding Source	Amount
	0.00
None Specified	0.00
Title I	65,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	65,000.00
None Specified	0.00



## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	65,000.00

# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Chad Lindeen	Principal
Betsy Pillsbury	Other School Staff
Romke Mooiweer	Parent or Community Member
Cindy Agudelo	Parent or Community Member
Jenn Ragan	Parent or Community Member
Aaron Zanto	Parent or Community Member
Sara Sperry	Parent or Community Member
Heidi Bushway-Verkler	Classroom Teacher
Danielle Karwowski	Classroom Teacher
Robin Wilson	Classroom Teacher
Elizabeth Gibeaut	Other School Staff
	Other School Staff

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

Gifted and Talented Education Program 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 10/25/22.

Attested:



Principal, Chad Lindeen on 10/25/23



SSC Chairperson, Sara Sperry on 10/25/23

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. 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**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.



## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# School Plan for Student Achievement (SPSA) ATSI Amendment Spring 2023

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date
North Tahoe Middle School		6/21/23

## Purpose and Description

The purpose of this plan is to provide Additional Targeted Support and Improvement to increase English Language Arts and Math achievement as well as attendance for our English Learners.

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

This plan was developed using continuous improvement practices. The following steps were taken.

1. A review of state and local assessment data for students with disabilities was conducted.
2. A comprehensive needs assessment that included root cause analysis was completed.
3. A review of LEA and school-level budgeting was done in order to identify resource inequities and budgets were adjusted accordingly.
4. Evidence-based interventions were identified and selected for implementation.
5. Annual measurable outcomes were chosen along with local assessments that can be used for progress monitoring.

Although this plan is developed to specifically address the needs of English Learners, the selected interventions align with the broader work of the entire school site and district.

For example, the selected interventions align with the following SPSA goals and activities.

Our selected interventions align to goals 1 and 2 focused on English Language Arts and Math Achievement. We will provide targeted support in Integrated ELD (core classes) by using researched based AVID strategies with a focus on academic discourse. Additionally, teachers will continue to implement Standards Referenced Reporting in order to continuously provide clarity of learning to students as well as monitor learning progress. Lastly, we use research-based intervention materials (REWARDS and Six Minute Solution) during Designated ELD to improve in the area of reading, writing and vocabulary as well as the use of our Reading Intervention teacher to support the growth of our ELD students.

Furthermore, goal 3 of providing a safe and respectful campus including "Living Like a Laker", implementing Social Emotional learning through the Second Step curriculum, mindfulness,

restorative practices, positive behavior supports, student of the month, student council and Where Everyone Belongs will support improved attendance for our ELD students.

Further, this plan aligns with goals two and three of the **TTUSD LCAP**.

Goal #2- By 2023- 2024, TTUSD implements effective and consistent instructional practices that meet the needs of all students.

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.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this ATSI amendment?

### Involvement Process for the ATSI Amendment

Site Council 6/15/23 and 6/21/23  
ELAC 6/15/23  
Staff Meeting 6/7/23

Share the data around progress of our ELD students in ELA/Math as well as Chronic Absentism data.

Discuss potential root causes for lack of progress in achievement and absenteeism  
Identify potential targeted interventions for improved academic achievement and attendance.  
Request feedback on a draft plan as well as other possible interventions.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

## ATSI Goals, Strategies, Expenditures

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

### ATSI Goal 1

Increase achievement in English Language Arts/Math on CAASPP and decrease Chronic Absentism for our English Learner students.

#### Identified Need

7% of English Learners Met English Language Arts on CAASPP

4% of English Learners Met Math on CAASPP

35.2% for our English Learners were Chronically Absent in 21-22

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the percentage of EL students meeting standards on the ELA CAASPP	7% of EL Students Met standards on the ELA CAASPP in 2022	Increase the percentage of EL students who meet standards the ELA CAASPP by 5% in 2023
Increase the percentage of EL students meeting standards on the Math CAASPP	4% of EL Students Met standards on the Math CAASPP in 2022	Increase the percentage of EL students who meet standards the Math CAASPP by 5% in 2023
Decrease the percentage of EL students who are chronically absent.	35.4% of EL Students were Chronically Absent in 2022	Decrease the percentage of EL students who are chronically absent by 10% in 2023.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

English Learners

#### Strategy/Activity

Our North Tahoe School Attendance Secretary will improve communication using her bilingual (English/Spanish) abilities to improve communication with families around attendance expectations as well as resources to support improved attendance throughout the school year.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$0	

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(add ATSI sub group)

English Learners

### Strategy/Activity

School Personnel will make contact with individual students and their families each time they are absent if they have been historically chronically absent. Strategy/Activity We will arrange for in-person meetings with families of EL chronically absent students when attendance patterns exist in our monthly reports. Independent Study requirements will be reviewed with all EL families with previous attendance concerns.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$0	

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(add ATSI sub group)

English Learners

### Strategy/Activity

School-wide, we will be using researched-based AVID strategies with a focus on academic discourse occurring in our classrooms with a specific focus on the engagement of our English Language Learners.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$0	

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(add ATSI sub group)

English Learners

#### **Strategy/Activity**

We will be focusing on researched-based reading and writing instruction during ELD protected time as well as additional reading support from our Title One funded Reading Intervention teacher.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$65,000	Title One Funding

## **Recommendations and Assurances**

The SSC reviewed the content requirements of the Additional Targeted Support and Improvement (ATSI) plan included in this SPSA amendment and believes all such ATSI requirements have been met. This SPSA ATSI amendment 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 and  
academic performance for the ATSI subgroup.

This SPSA ATSI amendment was adopted by the SSC at a public meeting on 6/21/23.

Attested:

  
\_\_\_\_\_

Principal, Chad Lindeen

  
\_\_\_\_\_

SSC Chairperson, Sara Sperry

For questions related to specific sections of the template, please see instructions below:

## Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

## **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

## **Description**

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

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

## **Goals, Strategies, Expenditures, & Annual Review**

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### **Goal**

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.



A school may number the goals using the Goal # for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the*

*TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) leading to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



## **Appendix B:**

# **Plan Requirements for School to Meet Federal School Improvement Planning Requirements**

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.