



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

| | |
|---|--|
| School Name | North Tahoe High School |
| Address | 2945 Polaris Road Tahoe City CA 96145 |
| County-District-School (CDS) Code | 31-3130010 |
| Principal | Joanna Mitchell |
| District Name | Tahoe Truckee Unified School District |
| SPSA Revision Date | 10/18/23 |
| Schoolsite Council (SSC) Approval Date | 11/1/23 |
| Local Board Approval Date | 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

NTHS Mission:

With an unrelenting commitment to excellence, we empower our children and ourselves to meet today's and tomorrow's challenges.

North Tahoe High School's Guiding Principles:

North Tahoe High School has adopted TTUSD's Vision Statement as its own and has developed the following guiding principles based on that vision and North Tahoe's unique culture.

Students will be challenged by a relevant and rigorous curriculum with expectations for high levels of learning for everyone.

Students will have multiple opportunities to make informed decisions in a supportive, caring environment where respect, honesty, fairness, cooperation, and commitment are practiced.

Students will attend a safe campus where social and individual responsibility are promoted.

Students will be served through a process of continuous assessment and improvement that requires and values the active participation and contributions of students, staff, parents, and other stakeholders.

Students will be engaged in a high-quality curricular and co-curricular program in which achievement is recognized and rewarded.

NTHS Core Values

Students are our PARTNERS in learning and the filter for all decisions

A safe and supportive environment is the foundation for all learning.

Critical thinking and effective communication are essential skills for all students to develop throughout high school.

Lakers model and promote responsibility and ownership for their actions as learners, members of the school, and global citizens

All students must have the opportunities necessary to explore, pursue, and achieve their post-secondary plans.

NTHS Professional Agreements:

Students will attend a safe campus where students, staff, parents, and the community promote social and individual responsibility.

PLC work will include student work, evidence-based decisions, and a focus on supporting each other in implementing a relevant and rigorous curriculum based on the California Common Core State Standards.

PLC work will promote reflective practice by focusing on student work samples/data or teaching videos and deprivatization of practice.

Teachers will use the Tier 1 learning environment for reteaching when 20% or more of students demonstrate deficient levels of learning. When less than 20% are proficient, students will be assigned to an intervention. We will utilize the intervention period to provide students with reteaching and re-assessment as necessary. Teachers will notify students of their required attendance and specific goals for the intervention period. Teachers will also report attendance on the schoolwide document.

Teachers will update grades in Aeries at least every 2 weeks, clearly communicate grading policies, and include policies in syllabi. We will continue to develop unit-level proficiency scales and rubrics for student work that clearly outline the expectations for the various levels of achievement. Goal: All teachers will have a basic proficiency scale for units in all classes by the end of the year.

Students will have multiple opportunities to demonstrate proficiency in assessed standards.

Students will have multiple opportunities to make positive and informed decisions in a safe and supportive environment.

NTHS will use alternatives to suspension and restorative justice whenever possible.

We will use the NTHS 4-point rubric to assess student work and determine course grades according to the agreed-upon grading scale.

We take meticulous attendance in the first 10 minutes of class. We use hall passes at all times. We will be diligent about keeping students in the classroom/library/designated area.

Students will be served through a process of continuous assessment and improvement that requires and values the active participation and contributions of students, staff, parents, and other stakeholders.

NTHS Professional Agreements for Meetings and Collaboration

Students are the top priority and the filter for all decisions

Treat each other with dignity and respect

Be accountable and responsible to the team

Ask for help and take risks

Assume positive intentions
Stay on the agenda

NTHS Instructional Model

Feedback
Clarity of Learning Targets and Success Criteria
Celebrating Success
Informal Assessment of the whole class
Content
Organizing Students to Interact - Academic Discourse
Engaging Students in Cognitively Complex Tasks
Context
Establishing Rules and Protocols
Establishing and Maintaining Effective Relationships with Students
Motivating and Inspiring Students
Demonstrating Value and Respect for Reluctant Learners

NTHS Graduation Goals/Student Learner Outcomes

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

A Laker graduate has demonstrated:

College/Career Readiness

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

Communication Skills

Principles -
Clear spoken and written communication
Active listening skills
Integration of technology
Professional etiquette
Etiquette for tech use
Critical thinking
Problem-solving
Self-monitoring
Reflection
Collaboration Skills
Measurables -
Schoolwide Scales for Work Ethic and Professionalism, Presentations, Academic Discourse, Writing, Research, Collaboration, and Socratic Seminars
Portfolios/Senior Project
Assignments involving reading and writing across the curricula
Seal of Biliteracy Attainment
Google Suite for Education
Classroom, drive, docs, sheets, Gmail, and drawing

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

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

School Profile

North Tahoe High School serves approximately 500 students who are within the northern regions of Lake Tahoe from Emerald Bay north, including Tahoe City, to the Nevada Stateline on the north shore. We also encompass students from within Olympic Valley and back into Tahoe City. Highway 267 is included up to the Kingswood area.

The student demographic is primarily White (55%) and Hispanic (42%). The students of North Tahoe High School come from all levels of socio-economic backgrounds. With a Socio-economically disadvantaged population of about 40%, North Tahoe High School is in the Title 1 Schoolwide Program and has been since 2009.

Our number of ELs has more than doubled since 2019-2020 with 39 students (8%) currently classified as English Learner. Another significant development is an increase in the SWD population, which is now 15% of our total enrollment and a statistically significant subgroup.

North Tahoe students tend to be very involved in on-campus activities. Approximately 55% students play at least one school sport, and it is not uncommon for students to participate in a sport every season. 70% of students earn a 3.0 GPA or better. However, 20-22% of students earned at least one D or F at the end of each semester. This affects students' A-G completion rate and CSU eligibility. Therefore, NTHS has been actively monitoring the D/F list at each progress reporting period and is using that information to design interventions. We have also added a third CTE pathway with Sports Medicine and are increasing the number of students who graduate as pathway completers.

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

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: 10/17/23

Site Council: 11/1/23

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 | 0.2% | 0.41% | 0.2% | 1 | 2 | 1 |
| African American | % | 0.21% | 0.2% | | 1 | 1 |
| Asian | 1.1% | 0.41% | 0.79% | 5 | 2 | 4 |
| Filipino | % | 0.21% | 0% | | 1 | 0 |
| Hispanic/Latino | 41.7% | 40.79% | 40.4% | 187 | 197 | 204 |
| Pacific Islander | 0.2% | % | 0% | 1 | 0 | 0 |
| White | 53.1% | 53.83% | 55.05% | 238 | 260 | 278 |
| Multiple/No Response | 2.9% | 2.28% | 1.58% | 13 | 11 | 8 |
| | Total Enrollment | | | 448 | 483 | 505 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Grade 9 | 133 | 141 | 136 |
| Grade 10 | 105 | 132 | 135 |
| Grade 11 | 108 | 110 | 127 |
| Grade 12 | 102 | 100 | 107 |
| Total Enrollment | 448 | 483 | 505 |

Conclusions based on this data:

1. The last two years have show significant increases in enrollment, but this year, our enrollment is stabilizing at about 500 students.
2. Our demographic make up has remained proportionally similar from 2019 to 2023 with about 40-42% hispanic/latino, 53-55% white, and 5% other. So enrollment and demographic proportionality are stabilizing.

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 | 26 | 35 | 39 | 5.8% | 7.2% | 7.7% |
| Fluent English Proficient (FEP) | 144 | 142 | 145 | 32.1% | 29.4% | 28.7% |
| Reclassified Fluent English Proficient (RFEP) | 3 | | | 11.5% | | |

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

1. By the end of the 2023-2024 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 2023-2024 school year, 80% of North Tahoe High School EL students will improve their Speaking scores by at least one level on ELPAC.

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

Students are more likely to be college and career ready when they are reading at the proficient/advanced levels. Over the past several years, we have been on a positive trajectory of English growth. However, last year we saw a decline in ELA achievement. At the beginning of 23-24, according to the STAR reading test, 46% of 11th grade students are reading at or above proficient levels. Therefore, setting a goal of increasing our ELA CAASPP proficiency by 5% to 68% this year will mean that 11th graders will increase proficiency from 46 to 68% (a 22% increase for this cohort).

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|-------------------|--|---|
| CAASPP - SBAC ELA | CAASPP SBAC: ELA 2022-2023 ALL: 63% White: 76% Hispanic: 40% EL: 20% RFEP: 38% SED: 38.7% SWD: 25% | CAASPP SBAC: ELA 2023-2024 ALL: 68% |
| ELPAC | ELPAC 2022-2023 Well Developed: 11% Moderately Developed: 29% Somewhat Developed: 11% Minimally Developed: 50% | ELPAC 2023-2024 80% of ELs GROW 1 or more levels in speaking |

Planned Strategies/Activities

Strategy/Activity 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.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of 2023-2024 school year.

Person(s) Responsible

English Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Transition from STAR to CAPTI as a reading monitoring tool
Complete both STAR and CAPTI Reading comprehension throughout the year to monitor student growth and compare scores between the two assessments

Capti

At the high school level, the Capti Assess Reading Comprehension skill test will be used as a screening tool for all high school students in the 9-11th grades. Capti Assess will be used as a diagnostic tool for targeted reading skill intervention for students reading 2+ years below grade level.

Proposal- Grades 9-12 all will take BOY STAR all

Students 2+ below will:

Take Capti six skilled diagnostic

All students will complete Capti reading comprehension BOY all

STAR

The STAR assessments are metrics used in the TTUSD LCAP and will continue to be administered during the 2023-2024 school year, supporting all grade levels K-12.

Proposal- Grades 9-12 all will take BOY STAR

MOY- Students who are 2+ below will take STAR MOY

EOY-All students 9-11

STAR Reading

CAPTI Reading diagnostic students 2+ below

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of 2023-2024 school year.

Person(s) Responsible

English Teachers with support from Education Services

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Focus on Academic Discourse to promote literacy development for all students:

Both sprints (PDSA cycles) focused on Academic Discourse
Whole staff PD on Academic Discourse with Minimum day training with Jeff Zweirs
Small group and full class informal and formal discussions/Socratic discussions
Podcasting
Using Academic Discourse sentence starters

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

| | |
|-------------------------|---|
| Amount | 3,000 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Professional development regarding academic discourse and other supports for SED and at risk students |

Strategy/Activity 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 classes, ELD Coordinator will reinforce schoolwide reading, writing, speaking and listening strategies.

ELD coordinator will participate in the parent engagement grant to increase parent involvement particularly with Spanish-speaking families

Implementation of additional and enhanced EL Specific strategies:

Addition of a second bilingual aide
Refining Newcomer program and intake procedure
Fortifying ELAC outreach and development
Rosetta Stone use with ELD classes
Increase translation services for ELs and families of ELs
make sure all ELS are getting an ELD class or ELD through LC

Students to be Served by this Strategy/Activity

All English Learners

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

Amount 40,000

Source Title I

Budget Reference 2000-2999: Classified Personnel Salaries

Description Additional Bilingual Aide support for English Learners

Amount 4000

Source Title I

Budget Reference 4000-4999: Books And Supplies

Description Rosetta Stone and other EL related curricular supports and school supplies

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

By the end of the 2023-2024 school year, North Tahoe High School will increase the number of students meeting/exceeding standard in the ALL student group to 38% (a 5% increase from 2023 CAASPP scores) 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

Though we would like to set a goal much higher and see much higher levels of math proficiency as tested by the CAASPP, based on the stagnant/declining performance over the last several years, we need a jumpstart on a positive trajectory for math learning growth. Math students and teachers need to begin to see small wins and progressions to build on in the future. Therefore, we are setting the goal of simply doing better than last year to break the cycle, with a target of at least 5% growth for all students

1. In 2023 33% of 11th graders scored meets/exceeds standard on the CAASPP test in math
 2. At the end of 2022-2023, 43% of 10th graders scored proficient or above on the Star math test
 3. At the beginning of 2023-2024, 36% of 11th graders scored proficiency on the STAR math test
- Ergo, a goal of 38% proficient indicating a 5% increase over last year is an appropriate goal.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--------------------|---|-------------------------------------|
| CAASPP - SBAC Math | CAASPP SBAC Math- 2022-2023 All: 33% White: 46% Hispanic: 8% RFEP: 6% EL: 0% SED: 6.5% SWD: 0% | CAASPP - SBAC Math 2024 ALL: 38% |

Planned Strategies/Activities

Strategy/Activity 1

Continue successful math strategies:
Targeted support in high needs math classes - bilingual aides, sped aides/co-teachers, peer tutors
Recruit and retain highly qualified math teachers
Use RTI (Intervention period within the block schedule) test corrections and retakes to help struggling students gain a higher level of mastery
Use online, individualized math programs to help meet students' individual foundational math needs
Use of IXL and Khan (online individualized math programs) to target skills through both videos and problem sets
Use of STAR math to diagnose student math skills and monitor progress

Students to be Served by this Strategy/Activity

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

Timeline

By the end of 2032-2024 school year.

Person(s) Responsible

Math teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Improve use of STAR math tests and CAASPP practice/interim assessments as a learning tool

Use STAR "Instructional planning class report" to target skills to insert into our curriculum (warm-ups, homework, group practice, etc.)

Sharing star results with all students three times per year (either the STAR Growth Report or STAR Diagnostic Report)

Creating and using a STAR Math Rubric based on growth to put scores into Aeries

Use district TOSA to research CAASPP test framework, sample questions and interim assessments

Include more specific education on the CAASPP test itself and its importance so that students take the test seriously

Students to be Served by this Strategy/Activity

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

Timeline

By the end of 2023-2024 school year.

Person(s) Responsible

School Administrators and School Staff; with high levels of support from District staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Complete math pilot to find the best math curriculum possible

Give and solicit student feedback on pilot

Seek support from Carnegie on implementation and resources to best support students

Investigate other potential curricula that provides a balanced approach to inductive and deductive teaching and learning

Students to be Served by this Strategy/Activity

All students enrolled in a math class at NTHS

Timeline

By the end of 2023-2024 school year.

Person(s) Responsible

School Administrators and School Staff; with high levels of support from District staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Focus on Academic Discourse to promote critical thinking, collaboration and high levels of engagement for all students

Both sprints focused on Academic Discourse

Whole staff PD on Academic Discourse with Minimum day training with Jeff Zweirs

Students present problems to the class with sentence starters

Ask Jeff Zweirs for specific academic discourse in math strategies

Students to be Served by this Strategy/Activity

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

Timeline

By the end of 2023-2024 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative School Climate

Goal Statement

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

A suspension rate of our SWD subgroup similar to 2.5%.

A chronic absentee rate similar to or lower than 15%

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

While suspensions for all students have increased from 2020/2021 to 2021/2022, suspension rates remain higher for Students with Disabilities (SWD) in comparison to other identified student subgroups. Our goal is to lower the suspension rate for the SWD student subgroup to 2.5% while ensuring that the suspension rate for all students remains at/below 4% with a renewed focus on progressive and restorative discipline policies as an alternative to suspension when appropriate.

Chronic absenteeism continues to be a major concern within our student population, with a 2.0% increase for all students, from 20% in 2020/2021 to 22% in 2021/2022. Our goal is to lower the chronic absentee rate to below 15% for all students with a number of strategies, from engaging and supporting our students with our school community academically, socially and emotionally, to employing a number of new and progressive attendance interventions.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|--|---|
| Suspension Rate | Suspension Rate 2022-2023: All: 2.3% White: 2.4% Hispanic: 1.4% EL: 3.0% RFEP: 0.7% SED: 1.8% SWD: 4.9% Total Days of Suspension: 72 Total Number of Students Suspended: 12 | Suspension Rate 2023/24 ALL: 4% SWD: 2.5% |

| Metric/Indicator | Baseline | Expected Outcome |
|-----------------------|---|---|
| Chronic Absentee Rate | Chronic Absentee Rate 2022-2023: All: 22% White: 17% Hispanic: 30% EL: 42% RFEP: 27% SED: 32% SWD: 26% (not counted on CALPADS report 9/14) Total Number of Students Chronically Absent: 116 (2022), 113 (2023) | Chronic Absentee Rate 2024 Less than 15% |

Planned Strategies/Activities

Strategy/Activity 1

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, coordinating with District staff and student leaders to bring in Breaking Down the Walls, 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.

New strategies to improve the at school experience for students include:

- Increase the amount of available social spaces for students to utilize on campus, such as providing engaging entertainment activities and flexible seating options in the student dining commons, hallway spaces, and library.
- Parent communities will be engaged with new opportunities to connect with the school community with membership as part of Site Council, ELAC, Boosters, PTO and others.
- expand whole school assemblies on positive relationships, Breaking Down the Walls, Every 15 minutes, and vaping/drug use posters and presentations,

Students to be Served by this Strategy/Activity

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

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 1000 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Professional Development - Nurtured Heart training for all new staff members - sub costs |
| Amount | 5000 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Assemblies to support school culture and SEL/character development |

Strategy/Activity 2

Continue Tier 2 social/emotional intervention strategies:

Continue and strengthen the use of Hope Squad with students, use of restorative practices to address 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.

New strategies for implementation:

An MTSS modeled approach that is agreed upon by the Circle of Care team for entering and exiting students identified for the Circle of Care list will be implemented.

The Wellness Center will be reconfigured with a full time Wellness Center Specialist and a Mental Health Specialist.

Students to be Served by this Strategy/Activity

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

Timeline

By the end of the 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 3

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, 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, supplemental food/snacks/bars and emergency clothing for students in need to they can maintain positive attendance and succeed in class

Additional groups therapy sessions led by Wellness Center staff, 1 on 1 support for drug counseling, and behavior support plans with regular check-ins with NTHS administration.

Students to be Served by this Strategy/Activity

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

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 1000 |
| Source | Title I |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | provide snacks, clothing, and school supplies as needed |

Strategy/Activity 4

NTHS administration will expand schoolwide restorative practices as an alternative to suspension. This will include the following new implementation strategies:

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

Restorative modules will be developed by NTHS administration to be used with students 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 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, and empowering women.

Each restorative module will be 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 be completed in a controlled and supervised setting by NTHS administration, such as lunch detention or after-school detention

Conflicts between students will be restored using a standardized restorative conference process

Provide PD on restorative practices, alternatives to suspension, student wellness, leadership building/activities, student engagement, counseling as needed to implement tier 1-3 strategies

Students to be Served by this Strategy/Activity

All students with a focus on Students with Disabilities and reducing suspension rates

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

| | |
|-------------------------|--|
| Amount | 1000 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Provide PD on restorative practices, alternatives to suspension, student wellness, leadership building/activities, student engagement, counseling as needed to implement tier 1-3 strategies |

Strategy/Activity 5

NTHS will 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.

Additionally, NTHS administration will 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.

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 and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

College and Career Readiness

Goal Statement

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

2023-2024 Target 4: 65% of 2024 graduates will be prepared according to the state CCI metrics, thereby demonstrating college and career readiness (Prepared on the CA dashboard)

LCAP Goal

Goal #1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

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

Over the past several years of working on the CCI data, we have reduced our “not prepared” population to about 20% or less. Now we will focus on moving more students to the prepared category, which is generally A-G plus.

A-G Rate: 2019 - 63%, 2020- 66%, 2021 - 74% 2022 - 73% , 2023 - 58%

CCI Prepared Rate: 2019 - 69%, 2020- 64%, 2021 - 57%, 2022 - 64%, 2023 -61%

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|---|
| CCI - % graduates Prepared/Approaching Prepared | CCI Prepared 12th Graders 2022-2023: All: 61% White: 67% Hispanic: 48% RFEP: 53% SED: 50% SWD: 0% EL: 25% | % 2024 Graduates who were Prepared according to CA CCI: 65% |

Planned Strategies/Activities

Strategy/Activity 1

Continue academic counseling, intervention, success celebrations and support services:

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,

Add:

Second level of Sports Medicine CTE Pathway and student athletic trainer program

Research an articulated college course at Sierra college for Sports Med

Additional Bilingual Aide to support ELs in academic classes

Students to be Served by this Strategy/Activity

All students with a focus on EL, SED and students struggling academically

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

School Administrators, counselors and School Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 5525 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | intervention, Saturday School/Tutoring, and credit recovery contracts |

Strategy/Activity 2

Revise and align Pathways curriculum at each grade level'

- create an articulated Scope and Sequence for each grade level including
- college and career readiness topics
- SEL topics
- Life/adulting skills
- Guided grade level reading

Students to be Served by this Strategy/Activity

9-12th grade students

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

School Administrators, Pathways leads, Pathways teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Transform the GRIT Program into a team led system involving CCR Teacher, ARC, both administrators, community liaison, lead teachers and both counselors

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

Students to be Served by this Strategy/Activity

100 GRIT students in 9-12th grade

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

School Administrators, counselors, ARC, CCR teacher

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 6000 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | College and career field trips and exploration activities |

Strategy/Activity 4

Analyze senior projected qualifications at the beginning of the year to allow students the opportunity to make informed decisions based on end of year awards etc. (ie. Seal of Biliteracy, Tassel of College and Career Readiness, A-G, CTE completer etc)

Create in house, individually analyzed CCI dashboard
Create a CCI target student list for specific interventions

Students to be Served by this Strategy/Activity

11-12th grade students

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

School Administrators and counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Improve Data veracity and monitoring systems

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

Make sure that college credits and AP passed tests are tagged in Aeries so more students who meet the requirements are recognized

Provide professional development on CCI, support systems, other school visits, WASC

Purchase and use outside UC/CSU transcript service

Streamline the Newcomer intake and scheduling process

Students to be Served by this Strategy/Activity

All students but with focus on SED, SWD, EL

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

School Administrators and School Staff; District staff to help with centralized systems

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Increase awareness of and preparation for high stakes tests such as the CAASPP

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)

Teach students how to prepare for high stakes end of semester finals as one time summative assessments

Use of interim CAASPP assessments throughout the year

Create an incentive and recognition program for CAASPP

Students to be Served by this Strategy/Activity

All students but with focus on 11th grade

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

School Administrators, counselors and School Staff;

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

1. By the end of the 2022-2023 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: SED): By the end of the 2022-2023 school year, North Tahoe High School increase by 5% points the number of SED students scoring proficient on the CAASPP SBAC ELA
3. Site Goal 1B (Target Student Group: EL): By the end of the 2022-2023 school year, North Tahoe High School EL students will improve their Reading scores by at least one level on ELPAC.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|-------------------|--|---|
| CAASPP - SBAC ELA | CAASPP-SBAC ELA 2023 ALL: 71% : SED: 52% | CAASPP SBAC: ELA 2022-2023 ALL: 63% White: 76% Hispanic: 40% EL: 20% RFEP: 38% SED: 38.7% SWD: 25% |
| ELPAC | All ELs will increase ELPAC Reading scores by at least one level | 8/31 or 26% of ELs increased their ELPAC Reading score by at least one level |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------|-------------------------------|
| Targeted reading instructional strategies: Reading Comprehension work using Read Theory Choice novels and expectations for reading at least 4 books per year Pre-AP curriculum at the 9th and 10th grade levels Lit circles in all classrooms Learning Sprints with a focus on SED students | Partially implemented | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| <p>Learning Sprints with a focus on literacy strategies Zinc/Commonlit/Kelly Gallagher AOW Complete a department wide Learning Sprint centered around using Zinc Continue Free choice reading and Literature Circles Use of Listenwise for EL/SWD support Continue to enhance Classroom libraries to increase the culture of reading Increase direct instruction on vocabulary and word parts Use of "Flipping English" and other supplemental curriculum to provide focus on literacy and increase engagement of struggling students</p> | | | |
| <p>Professional development focused on supporting higher levels of achievement particularly amongst SED student populations</p> <p>PD focus on literacy Whole school focus on Pre-AP Shared Principles that include: Higher-Order Questioning, Close Observations and Analysis, Academic Conversation, and Evidence-Based Writing Work with Instructional coach Teaching librarian with literacy certificate Whole Staff PD on Trauma informed</p> | <p>Fully implemented except for work with an instructional coach</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|----------------------------|--------------------------|----------------------------------|
| <p>practices, SED-specific strategies, and restorative practices</p> <p>Whole staff PD on student motivational and engagement strategies</p> <p>Whole school assemblies related to motivation and achievement</p> <p>PD on Use of Renaissance testing 3 times per year to monitor student progress</p> <p>Promote English department professional development including CATE, CABE, and NCTE conferences</p> <p>Have teachers participate in AP grading when possible</p> <p>Provide substitutes for professional development, classroom observation, collaboration, etc</p> | | | |
| <p>Strategies to improve student writing</p> <p>Choice writing</p> <p>Use of No Red Ink program</p> <p>Continue Student Choice Essays</p> <p>Provide schoolwide training on Claim Evidence Reasoning focus and Argumentation across the curriculum</p> <p>Use No Red Ink Scaffolded writing prompts</p> <p>Embed project-based writing opportunities within ELA curriculum</p> | <p>Fully implemented</p> | | |
| <p>EL Specific strategies:</p> | <p>Fully implemented</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|------------------------------|-----------------------|-------------------------------|
| <p>Bilingual Aide will support students, specifically in accessing content area texts and information</p> <p>Literacy and Reading will be the focus of classroom materials.</p> <p>Students will close read with teacher instruction</p> <p>Journals and analyzing texts</p> <p>CABE training for ELD teacher</p> <p>Support for other academic classes embedded in ELD classes</p> <p>Foundations class available to support recent RFEPs</p> <p>Use of Listenwise for EL supports</p> <p>Increase translation services for ELs and families of ELs</p> <p>The ELD Coordinator will reinforce schoolwide reading, writing, speaking and listening strategies</p> <p>The ELD coordinator will participate in the parent involvement grant to increase parent involvement particularly with Spanish-speaking families</p> | | | |
| <p>Increase Speaking/Listening and Research activities:</p> <p>Listening to, analyzing, and creating podcasts</p> <p>Use of Listenwise for ELD supports</p> <p>No cell phone policy to help with increased attention</p> <p>Use of audiobooks to improve listening skills and comprehension. Also to improve reading strategies</p> | <p>Partially implemented</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------|-----------------------|-------------------------------|
| Increase class discussions and Socratic seminars Use the library and library website for research resources Interview community members to gather information about class topics | | | |

Analysis

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

The above strategies were partially implemented. All but lit circles, Flipping English, instructional coaching, and the use of Listenwise were implemented. The English department did work together to structure coursework that encouraged free choice in reading as well as writing assignments. The department also used its learning sprints (a form of Plan Do Study Act cycle) to target strategies to support student engagement and understanding. Pre-AP units were used with fidelity in English 9 and 10, and academic conversations were a predominant strategy used in all English classes.

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

Overall proficiency on the 11th grade ELA CAASPP decreased from 70% to 63%, and the performance of the SED subpopulation decreased significantly (by 20%) this year. This decreased level of proficiency was not reflected in classroom metrics throughout the year and indicates a need to educate students about the importance of the CAASPP test throughout the year as well as orient students to the structure of the test. It also indicates a need to try to measure student progress throughout the year in a more intentional fashion. The use of shorter, targeted lessons on reading analysis including the Pre-AP supplemental activities, within the context of increasing student engagement in outside reading, and providing re-teaching and the ability for students to redo assignments were effective strategies. The success of these strategies can be seen in 11th graders increasing from 55% proficient at the beginning of the year on the STAR test to 63% proficient on the CAASPP by the end of the year.

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

Expenditures were as planned.

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.

The department is maintaining this goal for the 2023-24 school year because the department wants to address the drop in CAASPP scores and then build on that. The new targeted strategies for achieving this are the use of Capti reading assessment and CAASPP interim assessments as well as professional development on Academic Discourse.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

By the end of the 2022-2023 school year, North Tahoe High School will increase the number of students meeting/exceeding standard in the ALL student group to 50% (a 5% increase from 2021 CAASPP scores) as measured by CAASPP SBAC: Math

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--------------------|---|---|
| CAASPP - SBAC Math | CAASPP - SBAC Math 2023 ALL: 50% SED: 40% | CAASPP SBAC Math- 2022-2023 All: 33% White: 46% Hispanic: 8% RFEP: 6% EL: 0% SED: 6.5% SWD: 0% |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| Improve use of STAR math tests and CAASPP practice/interim assessments as a learning tool Use STAR “Instructional planning class report” to target skills to insert into our curriculum (warm-ups, homework, group practice, etc.) Sharing star results with all students three times per year (either the STAR Growth Report or STAR Diagnostic Report) Creating and using a STAR Math Rubric based on growth to put scores into Aeries Doing PLC Sprints using STAR test data, including instructional planning | Partially implemented STAR math implemented, but not the focus of Sprints Interim assessments not successfully implemented | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|----------------------------|--------------------------|----------------------------------|
| <p>class reports, and targeting deficit skills Research CAASPP test framework, sample questions and interim assessments Include questions from practice CAASPP in warm-ups Include more specific education on the CAASPP test itself and its importance so that students take the test seriously</p> | | | |
| <p>Targeted Professional Development</p> <p>Whole Staff PD on Trauma informed practices, restorative practices, and SED-specific strategies Learning Sprints with a focus on SED students Whole staff PD regarding motivational and engagement strategies Whole school assemblies related to motivation and achievement Provide substitutes for professional development, classroom observation, collaboration, etc Investigate new math adoption and the use of CAASPP Interim Assessments Participate in AP grading as needed/available research and participate in pd on math specific instructional practices</p> | <p>Fully implemented</p> | | |
| <p>Use online, individualized math programs to help meet students' individual foundational math needs</p> | <p>Fully implemented</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------|-----------------------|-------------------------------|
| Use of IXL, ALEKS, Khan to target skills through both videos and problems sets Use Star Math tests to track and intervene in student individualized math growth | | | |
| Recruit and retain highly qualified math teachers | Fully implemented | | |
| Provide targeted support in high needs math courses: Bilingual instructional aide support in classes with high numbers of ELs Special Education co-teacher/aide support in classes with high numbers of SWDs Peer tutors in classes with high needs for support | Fully implemented | | |

Analysis

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

These strategies were partially implemented. We shared STAR results with students 3 times throughout the year and used the STAR rubric to convert the STAR score to a grade. We carried out two Sprints (a form of Plan Do Study Act cycles) to increase student engagement and mathematical discourse. We researched CAASPP test framework and interim assessments, but ran into issues accessing the results of interim assessments. We did not include CAASPP questions in warm-ups. We did what we could to impress upon the students the importance of doing well on the CAASPP.

We held assemblies on motivation and staff meetings on engagement strategies. We used online programs to help fill gaps in students' math understanding. We have bilingual instructional aides in classes that have a high number of ELs and special education co-teachers and aides in classes with a high number of SWD

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

The 11th graders did increase from 26% proficiency at the beginning of the year according to STAR to 33% proficient according to the CAASPP. Despite this growth, we still missed our target of 50% of students being proficient, and we also saw significant decreases in achievement within our SED and Hispanic subgroups. The CPM approach emphasizes collaboration and communicating reasoning, which is a stronger achievement area for our students. However, there is less focus on processes and procedures, which is a challenge area for our students. We are looking for a math curriculum that is more balanced in its approach between these two areas. Students also need more orientation to the CAASPP test itself throughout the year. Having instructional aides in class helped EL's (and all students) to process the

critical concepts. Using additional online resources helped give students extra practice and instant feedback regarding how they were doing with the material. Using STAR math helped to track student progress

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.

We are going to focus on a small 5% growth overall this year. Students and teachers need to feel a sense of progress and growth that we can build on.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

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

increase in the percentage of students having a “caring adult on campus” from 86% (BOY) to 91% (EOY).

A suspension rate similar to or lower than 5%.

A chronic absentee rate similar to or lower than 15%

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|-----------------------|---|--|
| Connections Survey | By June 2023, at least 92% of NTHS students will report having a trusted adult on campus that they can go to for help | 91.7% of NTHS students reported having a trusted adult on campus that they could go to for help (June 2023) |
| Suspension Rate | Suspension Rate 2023 ALL: 5% | Suspension Rate 2022-2023: All: 2.3% White: 2.4% Hispanic: 1.4% EL: 3.0% RFEP: 0.7% SED: 1.8% SWD: 4.9% Total Days of Suspension: 72 Total Number of Students Suspended: 12 |
| Chronic Absentee Rate | Chronic Absentee Rate 2023 Less than 15% | Chronic Absentee Rate 2022-2023: All: 22% White: 17% Hispanic: 30% EL: 42% RFEP: 27% SED: 32% SWD: 26% (not counted on CALPADS report 9/14) Total Number of Students Chronically Absent: 113 |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| <p>Improve Tier 1 Level social/emotional intervention strategies</p> <p>Improving implementation and strengths of Hope Squad</p> <p>Increasing adult support by hiring a social worker</p> <p>Implementing SEL lessons in Pathways focused on respect and safety</p> <p>Implementing SEL lessons in Pathways focused on connection, identity, diversity, and community</p> <p>Promote discussions within classrooms based on these topics to increase self and social awareness within these issues</p> <p>Provide grade level specific curriculum through the counseling team</p> <p>Provide mindfulness training and practice</p> <p>Implement trauma informed practices</p> <p>Continue support programs like Link Crew</p> <p>Continue student leadership work to create a connected and positive student culture</p> <p>Increase collaboration with resources like the Wellness Center, administrators, and teachers to increase relationships with our students</p> <p>Collaborating with students to understand what they are in need of</p> <p>Reminding students of school wide norms and values</p> | <p>Fully implemented, but SEL was implemented to a lesser degree than planned</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|----------------------------|--------------------------|----------------------------------|
| <p>Working with outside organizations like No Place for Hate, Unity Day, etc. to promote anti-bullying initiatives</p> <p>Promoting respect and safety for our “home” or physical building by teaching students to work together to take care of their surroundings</p> <p>Teachers and students identified who they had a meaningful connection with (student survey and teacher dot activity). Teachers identified students who needed specific outreach and “adopted” those students.</p> <p>Trauma informed inservice at the beginning of the year</p> <p>Staff spirit teams to encourage staff to attend sporting events and dress up/participate in spirit</p> <p>Provide motivational assemblies for students geared towards increasing student engagement, growth mindset, community, and motivation</p> <p>ASB Leadership North Tahoe High School will offer an annual Clubapalooza event for the entire student body to sign up for 21 different clubs run and facilitated by staff members. We have also started informal special interest clubs as an additional point of connection; this widens the capacity and environments that staff are interacting and connecting with students. We will institute our annual Spirit Cup Competition to enhance</p> | | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| <p>school spirit and help students interact in a positive atmosphere with their grade level classmates. Our staff will model this spirit in our own competition to support students at various extracurricular events.</p> <p>Lunchtime events and tournaments will be offered once a month for students to remain active in a fun stress free environment.</p> <p>Homecoming dress up days, dances, and spirit competitions are offered and will be tracked for student participation and school involvement.</p> <p>Sports committee will encourage participation and sportsmanship at games of every sport</p> <p>Leadership will organize student events that promote positive attendance and engagement in school as well as pride in being a Laker</p> | | | |
| <p>Improve Tier 2 social/emotional intervention strategies</p> <p>Implement and increase the use of Hope Squad</p> <p>Increase outreach of What's Up Wellness Checks</p> <p>Expand the use of restorative practices to address discipline/behavior issues</p> <p>Continue to establish student support groups as needed (social skills, self-management, etc.)</p> | <p>Partially implemented. Peer mentors were not widely used</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| <p>Continue weekly Circle of Care meetings to target students of concern (discipline referrals, screenings, teacher recommendations, parent recommendations, etc.) and to target problem behavior around safety and respect</p> <p>Continue Wellness Center, Counselor and Administration check-ins with students</p> <p>Connect students who need extra support with a positive peer mentor</p> | | | |
| <p>Improve Tier 3 Social/emotional intervention strategies</p> <p>Weekly check-in with students from counselors</p> <p>Referrals to therapists as needed</p> <p>Psychological supports provided to students through their IEP as needed</p> <p>Home visits for chronically absent students</p> <p>Motivational supports for chronically absent students</p> <p>Fine tuning the district wide student in crisis evaluation and referral process</p> <p>SST meetings and family meetings</p> <p>Collaborating with student's mental health provider</p> <p>Implementing the use of sensory tools if needed to prevent negative behavior</p> <p>Provide security and certainty to students in need by providing school supplies, supplemental</p> | <p>Fully implemented except for fine tuning the district wide student in crisis evaluation and referral process</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| <p>food/snacks/bars and emergency clothing for students in need to they can maintain positive attendance and succeed in class</p> <p>Increase on-site mental health supports by providing additional therapist services to students within the school day</p> | | | |
| <p>The assistant principal and College and Career Readiness Teachers will expand the GRIT program to 90 students and perform academic coaching sessions at the grading periods that includes informing students of the importance of attendance</p> <p>Field trips including leadership building and college/career exploration targeted toward first generation college going students</p> <p>Parent information nights targeted towards EL and Grit parents regarding transcripts, college applications, FAFSA etc</p> | Fully implemented | | |
| <p>Implement a series of attendance/discipline focused Interventions</p> <p>Attendance secretary will inform parents of absences, contact students and parents to turn in notes, and work with teachers to ensure that attendance is accurate.</p> <p>Counselor will be supporting the attendance secretary with 9th/10th grade attendance and will</p> | Partially implemented - lower level attendance interventions were not consistently implemented | | |

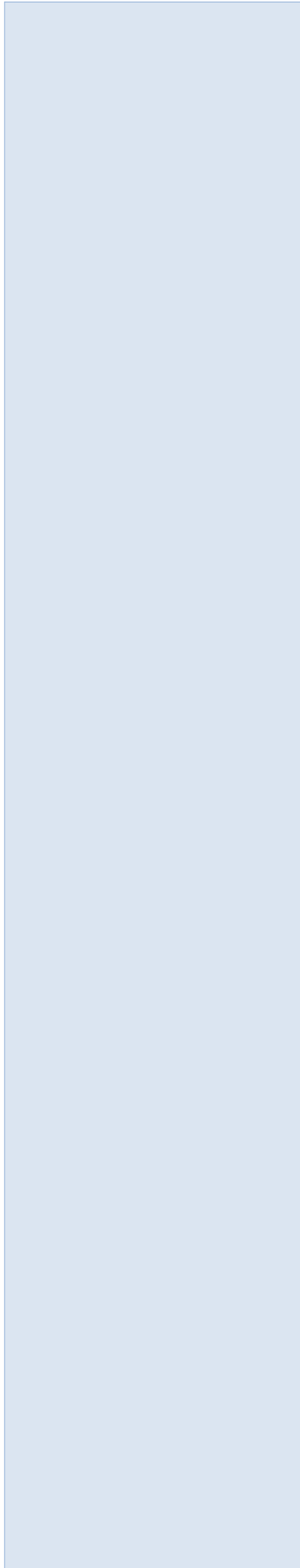
**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

schedule Student Attendance Review Team (SART) meetings for non-compliant students. Counselor will continue to build relationships with students to serve as a mediator to prevent student conflict and promote a healthy school environment. Any issues that arise will be referred to the Assistant Principal. Counselor will create a clear plan with any student and their family who has been identified as at-risk for low attendance. She will help them identify their trusted adult in the building to help keep them accountable. Assistant Principal will set up attendance and scheduling SART meetings for non-compliant students. Chronically absent students will be referred to SARB. NTHS Administration implemented a Social Probation policy for social events. Students with three or more unexcused absences were not allowed to attend the NTHS Prom. Independent Study for all students will go through the coordinator for the Independent Study Academy. This will ensure that all students are following the same protocol and receive the same support while on independent study. The Coordinator will follow up with each student upon return and offer support when needed. The coordinator will also be



| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| <p>aware of how many days a student has been on IS and keep within the district mandated maximum of 15 days. NTHS administration presented to the entire student body to review behavior expectations at the beginning of the school year.</p> | | | |
| <p>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> | <p>Partially implemented - PD on student engagement and student wellness, less on restorative practices</p> | | |

Analysis

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

A majority of the planned strategies were fully implemented. Several of these strategies have been part of an ongoing effort to sustain a safe and supportive culture for a number of school years. This includes leveraging the use of our school Wellness Center, weekly Circle of Care meetings, our GRIT program for first generation college students, SST referrals and meetings, doing a Beginning Of Year and End Of Year Connections Survey, building student culture with events like Clubapalooza, utilizing Districtwide supports and attendance protocols, and more. Hope Squad was fully implemented with 30 student leaders trained in Suicide Prevention and Peer Mental Health supports. NTHS also had a full-time social worker on campus. In collaboration with school counselors and our school Wellness Center, a number of SEL Lessons including CAN DO U, were fully implemented along with grade level curriculum designed around identified student needs. Additionally, partnerships with outside organizations were partially implemented, primarily with Unity Day, which was integrated by our 9/10 counselor through Pathways classes. Whole staff training of Nurtured Heart and Trauma-Informed Care occurred, at the beginning of the year and midway through the year.

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

The increase in strategies focused on increasing SEL, connections, support, and a positive school culture helped NTHS meet our targets for the percentage of students having a connection with a trusted adult on campus (92%) and a reduction in the overall suspension rate to 2.3%, which exceeded our goal to be below 5%. However, the suspension of our Students with Disabilities (though reduced from 10% to 5%) is still disproportionate and our highest subgroup. These strategies did not result in our meeting our target around chronic absenteeism, which was to be less than 15%. Our chronic absentee rate actually rose from 20% to 22%.

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

We were unable to hire a second bilingual aide, though the position remained open all year. We were also unable to hire an additional therapist to provide additional on site counseling for students all year. We will continue to pursue these additional supports for 23-24 in order to provide more academic and emotional support for our students most in need. We were able to provide additional assemblies related to SEL such as the Safer Choices assembly

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 continue the strategies that have been working including Hope Squad, Circle of Care, on site therapy and groups, Tier 1 SEL lessons, assemblies, and positive leadership activities and focus on reducing the suspension rate of our students with disabilities. We wrote an ATSI plan in the spring of 2023 and will implement the strategies in that plan to achieve this goal. We will also seek to decrease the overall chronic absentee rate, with special attention to our English Learner subgroup. Key strategies include more formalized attendance tracking with Attention 2 Attendance, consistent application of attendance interventions, and increased parent education around attendance expectations and procedures.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

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.

2022-2023 Target 4: 85% of 2023 graduates will meet A-G requirements or complete a CTE pathway, thereby demonstrating college and career readiness (Prepared/approaching prepared on the CA dashboard)

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|--|
| CCI - % graduates Prepared/Approaching Prepared | % 2023 Graduates who were Prepared/Approaching according to CA CCI: 85% | CCI Prepared 12th Graders 2022-2023: All: 61% White: 67% Hispanic: 48% RFEP: 53% SED: 50% SWD: 0% EL: 25% CCI Approaching 12th graders 22-23: All: 19% % 2023 Graduates who were Prepared/Approaching according to CA CCI: 80% |

Strategies/Activities for Goal 4

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------|-----------------------|-------------------------------|
| Reinstate grade level specific curriculum based on college and career exploration in Pathways classes - 9th graders: Reinstate high school success skills in freshman Pathways classes Introduce Graduation requirements and A-G in 9th grade Pathways | Fully implemented | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| Use SCOIR to explore colleges and careers | | | |
| <p>Reinstate grade level specific curriculum based on college and career exploration in Pathways classes - 10th graders: Screen 10th grade students using grades for A-G completion Schedule students not on track for A-G in a track for Pathway completion Assist district in development and implementation of CCI Aeries Dashboard for students Roll out the idea of College and Career Readiness in 10th grade Pathways - focus on CTE pathway completion Use SCOIR to explore colleges and careers</p> | Fully implemented except Assist district in development and implementation of CCI Aeries Dashboard for students | | |
| <p>Reinstate grade level specific curriculum based on college and career exploration in Pathways classes - 11th graders: Create a College and Career Readiness self-evaluation tool for 11th grade Pathways in February before course selection and SBAC/AP testing Increase awareness of College and Career Readiness markers including passing AP tests, passing college classes, SBAC proficiency, Seal of Biliteracy, A-G etc Use SCOIR to explore colleges and careers</p> | Fully implemented | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|----------------------------|--------------------------|----------------------------------|
| <p>Expanded academic counseling, intervention, success celebrations and support services:</p> <p>Counselors assisting with SART, attendance-based class lessons, and interventions</p> <p>Increase college exploration opportunities and field trips, with a specific focus on supporting SED students with post-secondary options</p> <p>We strategically schedule students who were not meeting A-G requirements in the second level CTE Pathways course.</p> <p>Expanded the CCR program to include a CCR 9, CCR 10-11, and CCR 12 class to support students in reaching the college goals throughout all four years of high school.</p> <p>Adventure Risk Challenge (ARC) is working closely with all the CCR classes on writing, literacy and college knowledge support</p> <p>Added a credit recovery Integrated 1 and 2 class taught by a math teacher within the school day to promote the support and success of our struggling math students</p> <p>Added an additional Foundations class within the school day focused on providing credit recovery through edgenuity in a regular class period.</p> <p>Added school counselor FTE to create/maintain 2 full time counselors</p> | <p>Fully Implemented</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| <p>Add a Sports Medicine CTE Pathway related to a medical field to engage more students in CTE</p> <p>Add an Integrated 3 class focused on supporting students who struggle in math with completing math A-G requirements</p> <p>Use SCOIR to explore colleges and careers</p> <p>Provide extra duty for school events that promote academic achievement</p> | | | |
| <p>Add a college and career tech to help organize career and college presentations, guest speakers, college and career visits, FAFSA and scholarship applications etc. This is a suggestion from ELAC/Grit parents</p> <p>Support CTE classes to aide SWD and EL in successfully completing a pathway</p> <p>Provide on one one career counseling for students not electing to attend a four year college (12th grade)</p> <p>Provide career counseling for target 10th graders</p> | <p>PARTially implemented - individual counseling was not comprehensive</p> | | |
| <p>Expand college visits, including a parent college visit through ELAC/Grit. This was a suggestion of the ELAC/Grit parents.</p> <p>Provide field trips that focus on the post-secondary needs of SED students in particular - including TMCC, LTCC, Sierra College, American River College. UC Davis, Sacramento State, and multiple trade schools</p> | <p>PARTially implemented - individual meetings with seniors not comprehensive, no Pathways celebration outside sashes</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|----------------------------|--------------------------|----------------------------------|
| <p>Career Tech to meet one on one with students not planning on 4 year college to help make post-secondary plan</p> <p>Organize an end of year Pathway completion celebration - include a visual recognition and a culminating experience</p> | | | |
| <p>Reinstate grade level specific curriculum based on college and career exploration in Pathways classes - 12th graders:</p> <p>Provide senior year workshops to support the post-secondary education and career planning process</p> <ul style="list-style-type: none"> • college visits • application and essay writing workshops • common app workshop • FAFSA/opt out form - information and workshops <p>Increase awareness of College and Career Readiness markers including passing AP tests, passing college classes, Seal of Biliteracy, A-G etc</p> <p>Award students for College and Career Readiness with Tassel at graduation</p> <p>Use SCOIR to explore colleges and careers one on one meetings with Career Tech for students not planning to attend four year college</p> | Fully implemented | | |
| <p>Increase academic supports for Socio-economically</p> | Fully Implemented | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|----------------------------|--------------------------|----------------------------------|
| <p>disadvantaged students, students with disabilities, and English Learners</p> <p>Provide professional development centered on SpEd, EL, intervention, UDL, CTE</p> <p>Provide school supplies to students in need to ensure they are prepared for academic success - includes, binders, paper, backpacks, pencils/pens, graph paper, emergency clothing, PE clothing, bars/snacks, etc</p> <p>Include A-G completion or Pathway completion in IEP goals</p> <p>Increase college and career conversations in ELD and SpEd classes earlier in high school - 9th and 10th grade - resumes, career speakers, workplace visits</p> <p>Increase collaboration between Career counseling and SpEd workability</p> <p>Start discussion regarding graduation requirements and requiring A-G completion or Pathway completion</p> <p>Use SCOIR to explore colleges and careers in Resource, ELD and CCR</p> <p>Create a CCI target student list for specific interventions</p> | | | |
| <p>Provide academic interventions throughout the year</p> <p>RTI</p> <p>Lunch Bunch</p> <p>Saturday School</p> <p>Fall and Spring intersession credit</p> <p>recovery contracts</p> | <p>Fully Implemented</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| <p>Summer School Circle of Care meetings and therapist referrals Multiple D/F intervention list - weekly check ins</p> | | | |
| <p>Improve Data veracity and monitoring systems</p> <p>Work with Aeries team to develop an CCI monitoring dashboard 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 Make sure that college credits and AP passed tests are tagged in Aeries so more students who meet the requirements are recognized Provide professional development on CCI, support systems, other school visits, WASC Purchase outside UC/CSU transcript service</p> | <p>Partially Implemented - Confirming data and using Aeries to create a true working CCI dashboard did not happen. College credit and AP tests passed are still not in Aeries.</p> | | |
| <p>Purchase educational programs and materials that increase student engagement, support and success Graduation supplies IXL No REd INk Listenwise Flippin English Breakout Boxes Gizmos Padlet Kahoot Playposit Socrative</p> | <p>Fully Implemented</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|----------------------------|--------------------------|----------------------------------|
| Peardeck Screencastify Wevideo Teacher's discovery Spanish language materials for ELs Classroom libraries and supplemental books | | | |

Analysis

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

The strategies for 22-23 were partially implemented. Implemented strategies included integrating college and career readiness activities into each grade level of pathways, focusing on high engagement strategies and computer programs, maintaining intervention programs, adding a career tech and increasing college visits and exploration activities.

Confirming data and using Aeries to create a true working CCI dashboard did not happen. College credit and AP tests passed are still not in Aeries.

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

Our strategies were moderately effective.

Our strategies centered on CTE pathway expansion and completion were effective as we doubled number of CTE completers (23 to 46) 2021 to 2023

Our percentage of students achieving Prepared/Approaching status according to the state college and career readiness indicators was about 80% , with 83 students either meeting A-G requirements or completing a CTE pathway. This increase was due to our strategies focused on increasing completion of CTE pathways. 13 students qualified as approaching because they are pathway completers.

However, our students achieving "prepared" status dropped from 71% to 62%. The biggest factor in this drop was due to students not meeting the A-G "Plus" requirements of "prepared. 83 students met A-G, but only 62 also met the CAASPP, AP, or college credit requirement. Increasing student performance in these areas and making sure the data is entered into Aeries and CalPads will help better reflect the preparation of our students.

The percentage of graduates who were "not college and career prepared" according to the CA state dashboard metrics remained at about 20%

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

The only material difference between the proposed expenditures and actual expenditures was that we originally budgeted money to hire an additional bilingual aide but could not fill the position. Similarly we had budgeted money for additional on site therapy for students and could not fill that position for the entirety of the year. As a result, Site Council reallocated Title 1 money to college exploration visits and assemblies. The Title 1 roll over is being used for an additional bilingual aide this year.

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 try to reduce the number of graduates who are focused just on graduation and thereby considered "not prepared" by the state. However, since the dashboard focuses primarily on increasing the percentage of graduates who are prepared, we are changing our target to focus on increasing the percentage of graduates who are considered

“prepared” by the state. Additionally, our A-G rate decreased last year so we are focusing on addressing that. A-G Rate: 2019 - 63%, 2020- 66%, 2021 - 74% 2022 - 73% , 2023 - 58%

Budget Summary and Consolidation

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

Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | Todd Rivera will need to provide this number. |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 66,525.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|----------------|-----------|
| Title I | 66,525.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| 2000-2999: Classified Personnel Salaries | 40,000.00 |
| 4000-4999: Books And Supplies | 5,000.00 |
| 5000-5999: Services And Other Operating Expenditures | 21,525.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------|-----------|
| 2000-2999: Classified Personnel Salaries | Title I | 40,000.00 |
| 4000-4999: Books And Supplies | Title I | 5,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 21,525.00 |

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:

Joanna Mitchell School Principal

Rachel Barker, Hana Lamb, Amy Burke, Kate Teller Classroom Teachers

Jennifer Hodder Williams Other School Staff

Anibal Cordoba Sosa, Megan Hallenberg, Oliver Phillips Parent or Community Members

Vallerie Laguna, Tessa Pierce, Miguel Sanchez Lopez Secondary Students

Name of Members

Role

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature

Committee or Advisory Group Name



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 .

Attested:



Principal, Joanna Mitchell on 11/1/23



SSC Chairperson, Vallerie Laguna/Tess Pierce on 11/1/23

Addendum

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.

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

| Budget 2023-24 | | Operational RE 0395 | Measure AA RE 9103 | Lottery RE 1100 | Title I* RE 3010 | EL* RE 0791 | Perkins RE 3550 | |
|--|----------|------------------------|---|--------------------|---------------------|----------------|--------------------|---|
| 10/27/2023 | | \$40,400 | \$52,847 | \$13,861 | \$66,525 | \$52,893 | \$10,200 | Gray is what we start with. Don't change the gray amounts unless the actual budget changes! |
| Bilingual Aide | \$92,893 | | | | \$40,000 | \$52,893 | | Paid by the district |
| | | | | | \$40,000 | \$52,893 | | |
| Intervention/Tutoring | | | | | \$5,525 | | | |
| | | | | | \$5,525 | | | |
| Field Trips | \$3,000 | | | | \$3,000 | | | |
| | | | | | \$6,000 | | | |
| Professional Development | \$16,355 | \$0 | | \$6,355 | \$3,502 | | | |
| | | \$5,000 | | \$6,355 | \$5,000 | | | |
| Operational Subs | \$8,000 | \$1,624 | | | | | | |
| | | \$8,000 | | | | | | |
| Sports Medicine 2 | | | | \$0 | | | | |
| | | | | \$0 | | | | |
| Teacher Materials & Supplies | \$11,200 | \$5,600 | \$4,248 | | | | | |
| | | \$5,600 | \$5,600 | | | | | |
| General Material & Supplies | \$46,638 | \$11,433 | \$4,034 | | \$2,854 | | | |
| | | \$19,867 | \$21,771 | | \$5,000 | | | |
| Academic Enhancement GL 1211 | \$7,120 | | \$2,505 | | | | | |
| | | | \$7,120 | | | | | |
| Graduation | \$6,000 | | | \$1,127 | | | | |
| | | | | \$6,000 | | | | |
| CTE | \$10,200 | | | | | | \$8,029 | |
| | | | | | | | \$10,200 | |
| Copier OBJ 5640 | \$10,500 | | \$10,500 | | | | | <<--- Manually update Amt on Copier Blanket PO B3121-00001 |
| | | | \$10,500 | | | | | |
| Technology Classroom GL 1292 | \$8,032 | | \$5,733 | | | | | |
| | | | \$7,856 | | | | | |
| Extra Pay (Classified, Curr Dvlp, Student Events, etc) | \$1,933 | \$1,933 | | | | | | <<--- Manually Update from the "Operational Extra Pay" sheet below |
| | | \$1,933 | | | | | | |
| ELA District Novels | \$1,506 | | | \$1,377 | | | | |
| | | | | \$1,506 | | | | |
| Assemblies | \$5,000 | | | | \$3,500 | | | |
| | | | | | \$5,000 | | | |
| Tutoring | | | | | | | | |
| | | | | | | | | |
| Measure AA Departmental Funds | | | | | | | | |
| Music | GL 1530 | \$8,500 | | | | | | |
| PE | GL 1572 | \$1,473 | | | | | | |
| | FN | | | | | | | |
| Library | 2420 | \$7,365 | 01.9103.0.XXXX.00.1110.2420.031.00.000.00 | | | | | |
| Science | GL 1595 | \$8,768 | 01.9103.0.XXXX.00.1595.1000.031.00.000.00 | | | | | |
| CTE/VPA | GL 1274 | \$32,897 | | | | | | |
| Culinary | LO2 303 | \$20,000 | 01.9103.0.XXXX.00.1274.1000.031.00.303.00 | | | | | |
| Engr | LO2 340 | \$2,361 | 01.9103.0.XXXX.00.1274.1000.031.00.340.00 | | | | | |
| Art | LO2 351 | \$10,000 | 01.9103.0.XXXX.00.1274.1000.031.00.351.00 | | | | | |
| Sports Medicine | LO2 345 | \$1,474 | 01.9103.0.XXXX.00.1274.1000.031.00.345.00 | | | | | |

School Year: 2022-2023

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 High School | 31 66944 3130010 | 4/27/23 |

Purpose and Description

The purpose of this plan is to provide Additional Targeted Support and Improvement to reduce the suspension rate of students with disabilities.

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 Students with Disabilities, 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.
ELA and Math Goals - strategy: provide targeted support in high needs classes with bilingual and resource instructional aides or co-teachers

All of the school climate goal - increasing caring connections, decreasing suspension and chronic absenteeism - Strategies: improving tier 1, 2, and 3 SEL intervention strategies, improve attendance and discipline focused interventions, and PD on restorative practices and alternatives to suspension

Also, the planned interventions align with the following Title 1 School Wide Reform Strategies & Corrective Actions.

Improve Pathways instruction to include SEL education and support
Expand intervention strategies to support students' individual needs

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. (TTUSD Pathways 2020 Goals 3, 6, 7, and 8; HRS Level 1)

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
ELAC 4/12/23
Staff Meeting 4/12/23
Student Leadership - discipline/suspension alternatives 4/19
Special Education PLC 4/12/23
PTO 4/12/23

Discussion Questions:

Ideas on potential causes of this discipline gap

Ideas on alternatives to suspension

Ways to reduce/prevent incidents of potential violence (threats, harassment, fighting, weapons) and drug/alcohol use/possession

Resource Inequities

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

As a result of our needs assessment, based on the nature of our discipline infractions that resulted in suspension, there is a need for more SEL and conflict resolution skill development specifically for our students with disabilities.

We also identified a need for a higher level support plan for students with multiple drug offenses - after they have already completed the drug diversion program.

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

Reduce the suspension rate of students with disabilities - bring in line with overall suspension rate

Identified Need

18.2% suspension rate of SWD in 21-22 compared to 4% overall suspension rate in 21-22

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|-----------------------------------|
| CA Dashboard | Very High (18.2%) | [Medium (Less than or equal to 4% |
| SPSA Goal 3- Suspension Rate | 18.2% Suspension Rate | Less than or equal to 4% |
| SARC Part C: Engagement- Suspension Rate by Student Group | 18.2% suspension rate | Less than or equal to 4% |

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

All Students with a focus on Students with Disabilities

Strategy/Activity

Enhance Social Emotional Learning Supports at Tier 1, 2, and 3

Tier 1 - Incorporate conflict resolution, anger management, positive relationships, drug and alcohol use, coping skills, and respectful communication into Tier 1 SEL curriculum in addition to 9th grade Health curriculum. Can Do U, assemblies and presentations

Increase parent and community education and outreach events

Tier 2 - Reestablish boys group and other support groups

Identify an anger management intervention course to be offered by the community (potentially on campus) as an alternative to suspension for students with multiple offenses related to harassment, defiance, and violent outbursts.

Increase targeted celebrations for struggling students

Tier 3 - Incorporate behavior goals in student IEPs when there is an initial harassment/threat incident involving a student with an IEP.

Increase the availability of counseling services on campus for students

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) |
|-----------|---|
| \$20,000 | Learning Recovery Emergency Block Grant |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(add ATSI sub group)

All Students with a focus on Students with Disabilities

Strategy/Activity

Develop a tiered response to drug/alcohol/vape incidents for first through multiple offenses:

Everyone - all school assembly with people sharing real life experiences with Drunk driving, recovering addiction, vaping

Athletes committed revamp

Bring back Shattered Dreams/Death Every 15 minutes program

First Offense - Detention to complete online Everfi - Vaping know the truth or Alcohol edu - mandatory meeting with counselor to identify resources

Second Offense - Enroll in 5 week in school drug/alcohol diversion program

Third Offense - Enroll in a community based drug diversion program and/or suspension

Fourth Offense - Daily administrative check in and search and/or suspension

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) |
|-----------|---|
| \$10,000 | Learning Recovery Emergency Block Grant |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(add ATSI sub group)

All Students with a focus on Students with Disabilities

Strategy/Activity

Expand Restorative Practices -

Professional Development for administration and teachers on restorative practices and alternatives to suspension

Staff meeting time to develop a restorative culture

Increased follow through on formalized restorative conversations

Continue Caring connections work. Use a student's caring connection to help in restorative conversations when appropriate. **The Nurtured Heart Approach** training in the New Teacher Academy (for new teachers hired to TTUSD) in order to grow teacher/student connections and build a sense of belonging through The Nurtured Heart Approach, which gives language and skills for the teacher to say, "I see you, and you are valuable" to each student.

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) |
|-----------|-----------------------------------|
| \$3,000 | Lottery and Title 1 site PD money |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(add ATSI sub group)

All Students with a focus on Students with Disabilities

Strategy/Activity

District led review and revision of the district discipline matrix to bring it in line with changes in law and to reflect increased alternatives to suspension

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.

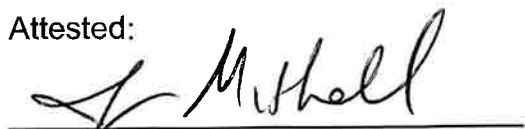
| Amount(s) | Source(s) |
|-----------|-----------|
| N/A | N/A |

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 to improve student academic performance for the ATSI subgroup.

This SPSA ATSI amendment was adopted by the SSC at a public meeting on 4/27/23.

Attested:



Principal, Joanna Mitchell



SSC Chairperson, Hana Lamb

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.

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.

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.

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) that led 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.

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.