

School Year: 2021-22

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	North Tahoe School
Address	2945 Polaris Road Tahoe City CA 96145
County-District-School (CDS) Code	22-609452
Principal	Chad Lindeen
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	3/29/22
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

School Vision and Mission

North Tahoe School Mission Statement:

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

North Tahoe School Vision Statement:

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

School Profile

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

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

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

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

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

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

Meeting Dates (see steps above):

SSC: 1/18, 2/15, 3/1, 3/22, 3/29

ELAC : 3/15

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.2%	0.4%	0.4%	1	2	2
African American	%	0.2%	0.4%		1	2
Asian	0.61%	0.6%	1.1%	3	3	5
Filipino	%	0%	%		0	
Hispanic/Latino	44.94%	45.49%	43.5%	222	227	205
Pacific Islander	%	0%	%		0	
White	52.63%	51.9%	52.4%	260	259	247
Two or More Responses	1.42%	1.2%	1.9%	7	6	9
Not Reported	0.2%	0.2%	0.2%	1	1	1
Total Enrollment				494	499	471

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 5	146	124	95
Grade 6	123	129	120
Grade 7	124	124	130
Grade 8	101	121	126
Grade 9		1	
Total Enrollment	494	499	471

Conclusions based on this data:

1. Our student enrollment has stayed the same with the exception of year 2020-2021. We saw a small decrease and believe it is related to the world wide pandemic and families needing to leave the area based on the loss of income during COVID.
2. Our white student enrollment has stayed relatively the same.
3. We saw a decrease in enrollment in our fifth grade students in the year of 2020-2021.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	67	86	89	13.6%	17.2%	18.9%
Fluent English Proficient (FEP)	140	122	98	28.3%	24.4%	20.8%
Reclassified Fluent English Proficient (RFEP)	33	5	1	41.3%	7.5%	1.2%

Conclusions based on this data:

1. There is a significant increase in EL enrollment from 2018-2019 to 2019-2020, but the following year enrollment was stable.
2. Our Fluent English Proficient (FEP) students have shown a decrease, this is due to the changes in reclassification by the state of California.
3. Our Reclassified Fluent English Proficient (RFEP) students have shown a decrease from 18-19 to 19-20 due to leaving school for COVID on March 13, 2020.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 5	143		93	139		83	139		83	97.2		89.2
Grade 6	124		121	121		111	121		111	97.6		91.7
Grade 7	119		125	115		116	115		116	96.6		92.8
Grade 8	103		127	97		95	97		95	94.2		74.8
All	489		466	472		405	472		405	96.5		86.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 5	2524.		2515.	31.65		30.12	29.50		31.33	19.42		9.64	19.42		28.92
Grade 6	2557.		2523.	28.93		17.12	38.84		22.52	14.88		36.94	17.36		23.42
Grade 7	2564.		2558.	16.52		18.10	42.61		40.52	21.74		18.97	19.13		22.41
Grade 8	2570.		2577.	13.40		16.84	43.30		40.00	22.68		23.16	20.62		20.00
All Grades	N/A	N/A	N/A	23.52		20.00	37.92		33.58	19.49		22.96	19.07		23.46

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21			
Grade 5				34.53		21.69	43.88		56.63	21.58		21.69
Grade 6				34.71		18.18	39.67		59.09	25.62		22.73
Grade 7				23.48		22.41	48.70		54.31	27.83		23.28
Grade 8				26.80		18.95	50.52		57.89	22.68		23.16
All Grades				30.30		20.30	45.34		56.93	24.36		22.77

Writing Producing clear and purposeful writing												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21			
Grade 5				33.09		32.53	43.88		38.55	23.02		28.92
Grade 6				32.23		16.36	46.28		56.36	21.49		27.27
Grade 7				39.13		24.14	46.09		52.59	14.78		23.28
Grade 8				19.59		22.11	59.79		60.00	20.62		17.89
All Grades				31.57		23.27	48.31		52.48	20.13		24.26

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 5	20.14		16.87	64.03		77.11	15.83		6.02
Grade 6	23.97		16.36	66.12		76.36	9.92		7.27
Grade 7	12.17		14.66	73.04		76.72	14.78		8.62
Grade 8	17.53		16.84	71.13		70.53	11.34		12.63
All Grades	18.64		16.09	68.22		75.25	13.14		8.66

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 5	33.09		22.89	46.04		59.04	20.86		18.07
Grade 6	38.84		20.72	49.59		63.96	11.57		15.32
Grade 7	33.91		23.28	50.43		63.79	15.65		12.93
Grade 8	28.87		26.32	52.58		60.00	18.56		13.68
All Grades	33.90		23.21	49.36		61.98	16.74		14.81

Conclusions based on this data:

1. School-wide we saw a decrease in ELA standards met and exceeded by 7%, this is a result of the lack of consistent instruction due to COVID.
2. The developed proficiency scales at NTS helped to gain clarity around priority standards and more effectively utilized blocks of time to provide intervention.
3. North Tahoe School teachers collected evidence of improved student literacy as a result of their focus and planning for academic discourse. Individual goals were set around this instructional practice and are being supported by instructional coaches and administration.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 5	143		93	140		86	140		86	97.9		92.5
Grade 6	124		121	122		110	122		109	98.4		90.9
Grade 7	119		125	115		115	115		115	96.6		92.0
Grade 8	103		127	95		98	95		97	92.2		77.2
All	489		466	472		409	472		407	96.5		87.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 5	2542.		2521.	43.57		33.72	17.86		16.28	19.29		24.42	19.29		25.58
Grade 6	2541.		2511.	27.87		16.51	18.85		15.60	28.69		31.19	24.59		36.70
Grade 7	2554.		2526.	21.74		12.17	27.83		26.96	31.30		28.70	19.13		32.17
Grade 8	2564.		2553.	25.26		20.62	22.11		18.56	22.11		24.74	30.53		36.08
All Grades	N/A	N/A	N/A	30.51		19.90	21.40		19.66	25.21		27.52	22.88		32.92

Concepts & Procedures Applying mathematical concepts and procedures																
Grade Level	% Above Standard			% At or Near Standard			% Below Standard									
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21							
Grade 5			47.14			31.40			27.86			44.19		25.00		24.42
Grade 6			33.61			15.60			31.97			44.04		34.43		40.37
Grade 7			31.30			15.65			36.52			53.04		32.17		31.30
Grade 8			35.79			20.62			28.42			53.61		35.79		25.77
All Grades			37.50			20.15			31.14			48.89		31.36		30.96

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems																
Grade Level	% Above Standard			% At or Near Standard			% Below Standard									
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21							
Grade 5			40.00			26.74			32.86			52.33		27.14		20.93
Grade 6			23.77			12.84			50.82			50.46		25.41		36.70
Grade 7			29.57			16.52			52.17			60.00		18.26		23.48
Grade 8			29.47			22.68			37.89			50.52		32.63		26.80
All Grades			31.14			19.16			43.22			53.56		25.64		27.27

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 5	35.71		20.93	45.00		62.79	19.29		16.28
Grade 6	26.23		13.76	47.54		65.14	26.23		21.10
Grade 7	20.00		14.78	62.61		66.09	17.39		19.13
Grade 8	28.42		20.62	48.42		58.76	23.16		20.62
All Grades	27.97		17.20	50.64		63.39	21.40		19.41

Conclusions based on this data:

1. School-wide, North Tahoe School had an overall 10% decrease in students meeting/exceeding math standards.
2. We had an overall decrease in sixth and seventh grade at 12% as well as in sub-populations of the sixth grade.
3. Our eighth grade had an overall decrease for meeting/exceeding math standards of 10%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	1516.7	1513.6	1510.1	1512.9	1520.8	1511.6	1520.0	1505.9	1508.1	21	24	20
6	1516.0	1513.1	1524.4	1513.5	1524.1	1526.7	1518.2	1501.5	1521.6	18	19	17
7	1473.8	1512.9	1546.2	1483.8	1539.6	1553.5	1463.2	1485.5	1538.1	13	14	16
8	*	*	1586.3	*	*	1623.4	*	*	1548.6	*	9	15
All Grades										58	66	68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	12.50	11.76	52.38	50.00	35.29	*	20.83	35.29	*	16.67	17.65	21	24	17
6	*	0.00	20.00	*	73.68	33.33	*	15.79	33.33	*	10.53	13.33	18	19	15
7	*	21.43	20.00	*	28.57	40.00	*	28.57	26.67	*	21.43	13.33	13	14	15
8	*	*	40.00	*	*	33.33		*	26.67	*	*	0.00	*	*	15
All Grades	22.41	10.61	22.58	43.10	46.97	35.48	*	22.73	30.65	22.41	19.70	11.29	58	66	62

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	57.14	41.67	41.18	*	37.50	35.29	*	4.17	5.88	*	16.67	17.65	21	24	17
6	*	52.63	33.33	*	26.32	46.67	*	10.53	13.33		10.53	6.67	18	19	15
7	*	35.71	40.00	*	42.86	33.33	*	7.14	13.33	*	14.29	13.33	13	14	15
8	*	*	66.67	*	*	26.67		*	6.67	*	*	0.00	*	*	15
All Grades	46.55	40.91	45.16	29.31	31.82	35.48	*	9.09	9.68	*	18.18	9.68	58	66	62

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	4.17	5.88	61.90	16.67	0.00	*	54.17	70.59	*	25.00	23.53	21	24	17
6	*	0.00	6.67	*	5.26	20.00	*	73.68	46.67	*	21.05	26.67	18	19	15
7	*	0.00	6.67	*	14.29	26.67	*	35.71	40.00	*	50.00	26.67	13	14	15
8	*	*	0.00	*	*	40.00		*	53.33	*	*	6.67	*	*	15
All Grades	*	1.52	4.84	36.21	12.12	20.97	22.41	51.52	53.23	32.76	34.85	20.97	58	66	62

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	8.33	5.88	52.38	79.17	76.47	*	12.50	17.65	21	24	17
6	*	21.05	6.67	*	42.11	66.67	*	36.84	26.67	18	19	15
7	*	14.29	20.00	*	71.43	33.33	*	14.29	46.67	13	14	15
8	*	*	33.33	*	*	53.33		*	13.33	*	*	15
All Grades	29.31	13.64	16.13	51.72	57.58	58.06	18.97	28.79	25.81	58	66	62

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	76.19	75.00	75.00	*	12.50	6.25	*	12.50	18.75	21	24	16
6	61.11	63.16	71.43	*	26.32	21.43		10.53	7.14	18	19	14
7	*	57.14	60.00	*	35.71	33.33	*	7.14	6.67	13	14	15
8	*	*	100.00	*	*	0.00	*	*	0.00	*	*	14
All Grades	67.24	62.12	76.27	25.86	22.73	15.25	*	15.15	8.47	58	66	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	16.67	5.88	61.90	45.83	58.82	*	37.50	35.29	21	24	17
6	*	0.00	7.14	*	31.58	28.57	72.22	68.42	64.29	18	19	14
7	*	7.14	6.67	*	21.43	33.33	*	71.43	60.00	13	14	15
8		*	6.67	*	*	46.67	*	*	46.67	*	*	15
All Grades	*	7.58	6.56	36.21	36.36	42.62	53.45	56.06	50.82	58	66	61

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	4.17	5.88	61.90	75.00	70.59	*	20.83	23.53	21	24	17
6		15.79	6.67	94.44	73.68	80.00	*	10.53	13.33	18	19	15
7	*	0.00	13.33	*	71.43	86.67	*	28.57	0.00	13	14	15
8	*	*	0.00	*	*	100.00	*	*	0.00	*	*	15
All Grades	20.69	6.06	6.45	67.24	72.73	83.87	*	21.21	9.68	58	66	62

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. North Tahoe School saw a decrease from 19.7% to 11% in students performing at Level 1 overall language.
2. North Tahoe School saw a increase from 22.7% to 30.6% in students performing at Level 2 overall language.
3. North Tahoe School saw a decrease from 47% to 35.5% in students performing at Level 3 overall language and in increase of 12% in Level 4.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

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

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

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

LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	<p>CAASPP - SBAC ELA 2021</p> <p>2021 Baseline: Despite our efforts to increase the percent of students meeting or exceeding standards on the ELA CAASPP, our overall scores decreased by 9%. Our sub-group populations also decreased with the exception of our white and SWD students.</p> <p>ALL: 54% Hispanic: 33% White: 71% EL: 4% RFEP: 45% SED: 38% SWD: 14%</p>	<p>CAASPP - SBAC ELA 2022</p> <p>ALL: 59% Hispanic: 38% White: 76% EL: 9% RFEP: 50% SED: 43% SWD: 19%</p>

Metric/Indicator	Baseline	Expected Outcome
ELPAC	EL: ELPAC Level 1: 6 students, Level 2: 14 students, Level 3: 15 students, Level 4: 7 students	EL: At least 70% of North Tahoe Middle School students would grow a minimum of one level on ELPAC or be Reclassified.
SED Goal Metric	SED: 37.5 met or exceeded in ELA standards.	SED: 43% of SED students will meet or exceed ELA standards.
ATSI goal	SWD: 14% of our SWD student met or exceeded in ELA standards.	SWD: 19% of SWD students will meet or exceed ELA standards.

Planned Strategies/Activities

Strategy/Activity 1

North Tahoe Middle School will continue their Plan, Do, Study, Act (PDSA) school-wide to increase the quantity and quality of academic discourse in order to increase student learning for all students.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	See Budget Summary

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

Students far below grade-level reading

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

Reading intervention teacher, classroom teacher, and administration

Proposed Expenditures for this Strategy/Activity

Amount	55,757
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	The North Tahoe Middle School Reading intervention teacher will use the Rewards and 6 Minutes Solution reading materials to improve students reading accuracy/fluency and reading comprehension as measure by DIBELS and STAR reading assessments.

Strategy/Activity 3

English Language Arts teachers will meet regularly to implement Standards Referenced Reporting systems to improve student learning by the use of proficiency scales, common assessments, and grade level tasks that show evidence of learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

Students with Disabilities (SWD)

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Our ELD teacher will provide daily protected language instruction for all ELD students at North Tahoe School.

Students to be Served by this Strategy/Activity

All ELD students at North Tahoe School

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

ELD Teacher

Proposed Expenditures for this Strategy/Activity

Amount	24,243
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Our ELD teacher will provide daily protected language instruction for all ELD students at North Tahoe School.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

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

LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	2021 Baseline: Despite our efforts to increase the percent of students meeting or exceeding standards on the ELA CAASPP, our overall scores decreased by 12.2%. ALL: 39.8% Hispanic: 19.9% White: 56.2% EL: 4% RFEP: 29.8% SED: 24% SWD: 12.4% Homeless:	School enters Expected Outcome by June 2022 ALL: 44.8% Hispanic: 24.9% White: 61.2% EL: 9% RFEP: 34.8% SED: 29% SWD: 17.4% Homeless:

Planned Strategies/Activities

Strategy/Activity 1

North Tahoe Middle School will continue their Plan, Do, Study, Act (PDSA) school-wide to increase the quantity and quality of academic discourse in order to increase student learning for all students.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of 2022- 2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	See Budget Summary

Strategy/Activity 2

North Tahoe Middle School Mathematics teachers will meet regularly to implement Standards Referenced Reporting systems to improve student learning by the use of proficiency scales, common assessments, and grade level tasks that show evidence of learning.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

Math teachers and Special Educations teachers.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

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

Timeline

By the end of the 2022-2023

Person(s) Responsible

Math teachers and special educations teachers.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

ATS:

ATSI Specific Strategies

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

Students to be Served by this Strategy/Activity

Students with Disabilities (SWD)

Timeline

By the end of the 2022-2023

Person(s) Responsible

Math teachers and special educations teachers.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative

Goal Statement

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

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

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

ATSI specific Goal: Same as above.

ATSI specific Goal: Same as above.

LCAP Goal

By 2023 - 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8)

Basis for this Goal

North Tahoe School Expectations:

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	Suspension Rate 2021 ALL: 0% Hispanic: 0% White: 0% EL: 0% RFEP: 0% SED: 0% SWD: 0%	Suspension Rate: 2022 ALL: 4% Hispanic: 0% White: 0% EL: 0% RFEP: 0% SED: 0% SWD: 0%
Chronic Absenteeism	Chronic Absenteeism 2021 ALL: 11.3% Hispanic: 18.8% White: 5.1%	Chronic Absenteeism: 2022 ALL: 9.3% Hispanic: 16.8% White: 3.1%

Metric/Indicator**Baseline****Expected Outcome**

EL: 24.7%
 SED: 18.8%
 SWD: 25.4%

EL: 22.7%
 SED: 16.8%
 SWD: 23.4%

Planned Strategies/Activities**Strategy/Activity 1**

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

Students to be Served by this Strategy/Activity

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

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	See Budget Summary

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

All staff and students.

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

Positive behavior interventions such as student of the month, student council, GRI/AVID program, and WEB.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

All staff and students.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Implement effective Professional Learning Communities to improve student learning.

Goal Statement

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

LCAP Goal

Goal 1: By 2023-2024, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities.

Goal 2: By 2023- 2024, as measured by the effectiveness of PLC's, TTUSD will ensure all staff members are implementing effective instructional strategies and providing quality learning opportunities to actively engage each scholar, particularly students who are socio-economically disadvantaged (SED) or English Learners (EL), so that they can learn at the highest levels and be prepared for college, career, and life.

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
All stakeholder survey data for progress monitoring through AERIES.	2021 Baseline: By the end of 2020-2021 school year, (despite COVID, what goal was established) North Tahoe School will implement strategies to increase academic discourse and improve Standards Referenced Reporting Systems.	2022 Expected Outcomes By the end of the 2022-2023 school year, (despite COVID) North Tahoe School will have increased student discourse as seen through staff/student survey data and evidence of improved standards-referenced reporting in AERIES.

Planned Strategies/Activities

Strategy/Activity 1

North Tahoe School will have increased student discourse as seen through staff/student survey data and evidence of improved standards referenced reporting in AERIES.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	See Budget Summary

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP: SBAC ELA	<p>2019 Baseline: By the end of the 2020-2021 school year, there will be a 5% increase in the percent of students meeting or exceeding standards on the ELA CAASPP at all grade levels and in cohort student groups.</p> <p>ALL: 61% Hispanic: 37% White: 82% EL: 8% RFEP: 46% SED: 43% SWD: 8%</p>	<p>2021 Actual: Despite our efforts to increase the percent of students meeting or exceeding standards on the ELA CAASPP, our overall scores decreased by 9%. Our sub-group populations also decreased with the exception of our white and SWD students.</p> <p>ALL: 54% Hispanic: 33% White: 71% EL: 4% RFEP: 45% SED: 38% SWD: 14%</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Distance Learning schedule	Implemented as planned		
Hybrid schedule	Implemented as planned		
Distance learning and hybrid engagement strategies	Implemented as planned		
Cohort lesson planning	Implemented as planned		
Continue implementation of proficiency scales	Implemented as planned		
Student progress monitoring toward priority standards	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue collaboration around increasing the quantity and quality of academic discourse	Implemented as planned		
Focus on academic vocabulary	Implemented as planned		
Increased time spent collaborating within content PLCs to provide vertical articulation and planning for instructional strategies	Implemented as planned		
Focus on common and high-yield instructional strategies	Implemented as planned		
School-wide focus on academic and social/emotional goal-setting and monitoring.	Implemented as planned		
Provided our ELD support by committee	Implemented as planned		
Use of an additional 0.5 FTE to focus specifically on our ELD students	Implemented as planned		
ELD teacher provides additional time for our Newcomer students	Implemented as planned		
ELD teacher provides targeted support for our long-term ELD students	Implemented as planned		
ELD teacher aligns with ELA teachers to connect her instruction with the newly adopted ELA materials	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Extra focus on reading support	Implemented as planned		
Use of effective ELD strategies in content area classes	Implemented as planned		
Increased quality and quantity of student academic discourse	Implemented as planned		
ELD instruction allows access to intervention to support growth in reading and writing	Implemented as planned		

Analysis

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

Our ELA focus was to have our staff collaborate around progress monitoring via proficiency scales, rubrics, and priority standards during distance learning and hybrid schedules. In addition, we focused on engagement strategies, academic discourse, vocabulary, and collaboration with our ELD and Reading intervention teachers. We implemented these steps through weekly digital and virtual meetings and correspondence during distance learning. While in hybrid learning, we collaborated regularly to focus on engagement strategies and increasing the quantity and quality of academic discourse for all students, especially those in a virtual setting. As a result, we found several platforms that helped student learning such as Google meets, Kahoot, Nearpod, and Peardeck.

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

Despite our efforts to increase the percentage of students meeting or exceeding standards on the ELA CAASPP, our overall scores decreased by 9%. Our sub-group populations also decreased with the exception of our white and SWD students.

The overall effectiveness of the strategies/activities did not show growth in the articulated goal of a 5% increase in CAASPP for all subgroups with the exception of RFEP and SWD students. Our RFEP and SWD students increased because of our added focus on each subgroup. We increased our ELD teacher's FTE and provided adequate class time by revamping their ELD schedule. The SWD increase is related to a Special Education team that functions a high level and is data-driven. The decreases are likely related to the disruption of daily instruction from COVID.

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

No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #1

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP: SBAC Math	<p>CAASPP: SBAC Math 2019 Baseline: By the end of the 2020-2021 school year, (despite COVID, what goal was established) there will be a 5% increase in the number of students meeting or exceeding standards on the Math CAASPP at all grade levels in both non-cohort and cohort comparisons.</p> <p>ALL: 52% Hispanic: 28% White: 72% EL: 6% RFEP: 36% SED: 33% SWD: 6%</p>	<p>CAASPP: SBAC Math 2021 Actual: Despite our efforts to increase the percent of students meeting or exceeding standards on the ELA CAASPP, our overall scores decreased by 12%.</p> <p>ALL: 40% Hispanic: 20% White: 56% EL: 4% RFEP: 30% SED: 24% SWD: 13%</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Distance Learning schedule	Implemented as planned		
Hybrid schedule	Implemented as planned		
Distance learning and hybrid engagement strategies	Implemented as planned		
Cohort lesson planning	Implemented as planned		
Continue implementation of proficiency scales	Implemented as planned		
Student progress monitoring toward priority standards	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Student friendly proficiency scales	Implemented as planned		
Use of IXL (math intervention) Smart Scores to practice and show preparedness for math standards not yet learned	Implemented as planned		
Use of IXL Diagnostic tool to identify student levels and recommended skills	Implemented as planned		
Continue collaboration around increasing the quantity and quality of academic discourse	Implemented as planned		
Focus on academic vocabulary to support CPM literacy	Implemented as planned		
Increased time spent collaborating within content PLCs to provide vertical articulation and planning for instructional strategies	Implemented as planned		

Analysis

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

Our Math focus was to have our staff collaborate around progress monitoring via proficiency scales, rubrics, and priority standards during distance learning and hybrid schedules. In addition, we focused on engagement strategies, academic discourse, CPM literacy/vocabulary, and IXL independent learning skills. We implemented these steps through weekly digital and virtual meetings and correspondence during distance learning. While in hybrid learning, we collaborated regularly to focus on engagement strategies and increasing the quantity and quality of academic discourse for all students, especially those in a virtual setting. As a result, we found several platforms that helped student learning such as Google meets, Kahoot, Nearpod, and Peardeck.

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

Despite our efforts to increase the percentage of students meeting or exceeding standards on the ELA CAASPP, our overall scores decreased by 12%. The overall effectiveness of the strategies/activities did not show growth in the

articulated goal of a 5% increase in CAASPP for all subgroups. The decreases are likely related to the disruption of daily instruction from COVID.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.
No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #2

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

By the end of 2020-2021 school year North Tahoe Middle School will maintain a safe, respectful and responsible school culture as measured by:

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	<p>Suspension Rate 2020</p> <p>ALL: 3.8% Hispanic: 6.1% White: 1.5% EL: 4.3% SED: 5.8% SWD: 4.8%</p>	<p>Suspension Rate 2021</p> <p>ALL: 0% Hispanic: 0% White: 0% EL: 0% SED: 0% SWD: 0%</p>
Expulsion Rate	<p>Expulsion Rate 2019:</p> <p>ALL: 0% Hispanic: 0% White: 0% EL: 0% RFEP: 0% SED: 0% SWD: 0%</p>	<p>Expulsion Rate 2021</p> <p>ALL: 0% Hispanic: 0% White: 0% EL: 0% RFEP: 0% SED: 0% SWD: 0%</p>
Chronic Absenteeism Rate	<p>Chronic Absenteeism Rate 2020</p> <p>As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE has not processed these data and they are unavailable for public release.</p>	<p>Chronic Absenteeism Rate 2021</p> <p>ALL: 11.3% Hispanic: 18.8% White: 5.1% EL: 24.7% RFEP: No data available SED: 18.8% SWD: 25.4%</p>
Will maintain a safe, respectful and responsible school culture with a focus of effort and growth.	<p>2020</p> <p>North Tahoe School will maintain a safe, respectful and responsible</p>	<p>2021</p> <p>North Tahoe School implemented all planned actions with the exception of the attendance celebrations. We</p>

Metric/Indicator**Expected Outcomes****Actual Outcomes**

school culture with a focus on effort and growth.

celebrated attendance for both DL and on-line learning via postcards and student of the month recognition in lieu of a monthly celebration for outstanding attendance.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Culture Summit with BEST team members, create a plan to rebuild our HRS Level 1	Implemented as planned		
August PD day focused on HRS Level 1	Implemented as planned		
Student assembly to support return after COVID	Implemented as planned		
BEST committee, monthly	Implemented as planned		
Student of the Month	Implemented as planned		
Golden Ticket	Implemented as planned		
NTS Hero Award	Implemented as planned		
Trusted Adult identification	Implemented as planned		
Outstanding attendance celebration	Not implemented as planned		
WEB (Where Everybody Belongs) mentorship program	Implemented as planned		
Celebrate teachers who are in the hall and at their doors during passing periods at staff meetings	Implemented as planned		
Student Council Leadership	Implemented as planned		
Life and Learning class that focuses on capturing daily events at school for social media, yearbook, and school media	Implemented as planned		
Restorative Circles	Implemented as planned		
Daily SEL lessons	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Self-Care for staff	Implemented as planned		
ATSI: Provide frequent monitoring for students on IEP's who have been identified for chronic absenteeism. Continue to provide opportunities for alternatives to suspension for disciplinary infractions including restorative justice opportunities that may not require suspension as specified in Education Code.	Implemented as planned		

Analysis

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

North Tahoe School implemented all planned actions with the exception of the attendance celebrations. We celebrated attendance for both DL and on-line learning via postcards and student of the month recognition in lieu of a monthly celebration for outstanding attendance.

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

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

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

No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #3

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

By the end of 2022-2023 school year, (despite COVID, what goal was established) North Tahoe School will implement a professional learning community process to improve teaching and learning for all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Implement a professional learning community process to improve teaching and learning for all students.	2019 Baseline: By the end of 2018-2019 school year, (despite COVID, what goal was established) North Tahoe School will implement a professional learning community process to improve teaching and learning for all students.	2021 Actual: By the end of 2020-2021 school year, (despite COVID, what goal was established) North Tahoe School will implement a professional learning community process to improve teaching and learning for all students.

Strategies/Activities for Goal 4

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

Analysis

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

Throughout the school year, NTS has weekly staff meetings to support the professional development of high expectations for all learners, standards grading via proficiency scales, and a school-wide effort to increase the quantity and quality of student academic discourse.

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

Through our PDSA cycles, we were able to identify one-two students per teacher to focus on explicit instruction for goal setting and student advocating. In addition, we moved our standards grading towards standards-referenced reporting with a focus on progress monitoring as well as increasing academic discourse through engagement activities for both in-

person instruction and distance learning. As a result of our efforts, all stakeholders on more involved in student learning through progress monitoring, particularly our students of focus.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.
No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #4

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	Todd Rivera will need to provide this number
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	80,000.00

Allocations by Funding Source

Funding Source	Amount	Balance
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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:

School Principal
Classroom Teachers

Name of Members	Role
Chad Lindeen	Principal
Lisa Ascher	Parent or Community Member
Romke Mooiweer	Parent or Community Member
Brian Bates	Parent or Community Member
Jenn Ragan	Parent or Community Member
Aaron Zanto	Parent or Community Member
Sara Sperry	Parent or Community Member
Heidi Bushway-Verkler	Classroom Teacher
Danielle Karwowski	Classroom Teacher
Robin Wilson	Classroom Teacher
Meghan Neuberger	Classroom Teacher
Liz Gibeaut	Other School Staff
Betsy Pillsbury	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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, Chad Lindeen on