



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	9/14/22
Schoolsite Council (SSC) Approval Date	10/6/22
Local Board Approval Date	11/16/22

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

TTUSD Vision

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

North Tahoe High School's Guiding Principles:

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

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

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

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

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

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

NTHS Graduation Goals/Student Learner Outcomes

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

A Laker graduate has demonstrated:

College/Career Readiness

Principles -

Broad academic preparation

Specific career and professional education

College and Career research and planning

Measurables -

CTE Pathways Enrollment, Completion, and work-based learning

Post-high school planning

Attainment of A-G Requirements

National Student Clearing House Post-graduation Data

AP and Pre-AP class enrollment, grades, and exam pass rates

GRIT participation

SBAC scores

PSAT 8/9 and 10, and NMST Participation and scores

Demonstration of reading and math growth on STAR

Communication Skills

Principles -

Clear spoken and written communication

Active listening skills

Integration of technology

Professional etiquette

Etiquette for tech use

Critical thinking

Problem-solving

Self-monitoring

Reflection

Collaboration Skills

Measurables -

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

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

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

School Profile

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

North Tahoe High School serves a student population of 504 students; the student demographic is primarily white (60%) and Hispanic (40%). Our number of ELs has more than doubled since 2019-2020 with 40 students currently classified as English Learner. Another significant development is an increase in the SWD population, which is now 13% of our

total enrollment and a statistically significant subgroup. The students of North Tahoe High School come from all levels of socio-economic backgrounds, and NTHS has been a Title 1 school since 2009.

North Tahoe students tend to be very involved in on-campus activities. Approximately 71% students play at least one school sport, and it is not uncommon for students to participate in a sport every season. 10% (50) students are involved in the music program, and 16% (80) are actively involved in student leadership. 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: : 3/14/22 revision:10/20/22

Site Council initial: 6/3/21 final:3/16/22 revision 10/6/22

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.23%	0.2%	0.41%	1	1	2
African American	0%	%	0.21%	0		1
Asian	1.41%	1.1%	0.41%	6	5	2
Filipino	0%	%	0.21%	0		1
Hispanic/Latino	43.66%	41.7%	40.79%	186	187	197
Pacific Islander	0.47%	0.2%	%	2	1	
White	50.94%	53.1%	53.83%	217	238	260
Multiple/No Response	3.05%	2.9%	2.28%	13	13	11
	Total Enrollment			426	448	483

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	104	133	141
Grade 10	115	105	132
Grade 11	103	108	110
Grade 12	104	102	100
Total Enrollment	426	448	483

Conclusions based on this data:

1. NTHS enrollment is growing. 2022-2023 enrollment is currently 504.
2. Our enrollment is about 80 students greater in 2022-2023 than it was in 2019-2020. Our 9th and 10th grade classes are about 30 students bigger than our 12th grade class. This is not due to attrition but is due to the original sizes of the classes in 9th grade.
3. Our demographic make up has remained proportionally similar from 2019 to 2022 with about 42% hispanic/latino, 53% white, and 5% other. So enrollment is growing in proportion with our demographics.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

1. By the end of the 2022-2023 school year, North Tahoe High School will increase the 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.

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. At the beginning of 22-23, according to the STAR reading test, 55% of 11th grade students are reading at or above proficient levels.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	CAASPP - SBAC ELA 2021 ALL: 66% Hispanic: 47% White: 84% EL: * RFEP: 44% SED: 47% SWD: * *data suppressed student group =< 10	CAASPP-SBAC ELA 2023 ALL: 71% : SED: 52%
ELPAC	EL: 8% well developed 31% moderately developed 23% somewhat developed 38% minimally developed	EL: 31% well developed 23% moderately developed 38% somewhat developed 8% minimally developed

Planned Strategies/Activities

Strategy/Activity 1

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
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

Students to be Served by this Strategy/Activity

All students with a specific focus on SED student achievement

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

Strategy/Activity 2

Professional development focused on supporting higher levels of achievement particularly amongst SED student populations

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 practices, SED-specific strategies, and restorative practices
Whole staff PD on student motivational and engagement strategies
Whole school assemblies related to motivation and achievement
PD on Use of Renaissance testing 3 times per year to monitor student progress
Promote English department professional development including CATE, CAFE, and NCTE conferences
Have teachers participate in AP grading when possible
Provide substitutes for professional development, classroom observation, collaboration, etc

Students to be Served by this Strategy/Activity

All students with a specific focus on SED student achievement

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

Strategy/Activity 3

Strategies to improve student writing

Choice writing

Use of No Red Ink program

Continue Student Choice Essays

Provide schoolwide training on Claim Evidence Reasoning focus and Argumentation across the curriculum

Use No Red Ink Scaffolded writing prompts

Embed project-based writing opportunities within ELA curriculum

Students to be Served by this Strategy/Activity

All students with a specific focus on SED student achievement

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

Strategy/Activity 4

EL Specific strategies:

Bilingual Aide will support students, specifically in accessing content area texts and information

Literacy and Reading will be the focus of classroom materials.

Students will close read with teacher instruction

Journals and analyzing texts

CABE training for ELD teacher

Support for other academic classes embedded in ELD classes

Foundations class available to support recent RFEPs

Use of Listenwise for EL supports

Increase translation services for ELs and families of ELs

The ELD Coordinator will reinforce schoolwide reading, writing, speaking and listening strategies

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

Students to be Served by this Strategy/Activity

All English Learners

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**Strategy/Activity 5**

Increase Speaking/Listening and Research activities:

Listening to, analyzing, and creating podcasts

Use of Listenwise for ELD supports

No cell phone policy to help with increased attention

Use of audiobooks to improve listening skills and comprehension. Also to improve reading strategies

Increase class discussions and Socratic seminars

Use the library and library website for research resources

Interview community members to gather information about class topics

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

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

By the end of the 2022-2023 school year, North Tahoe High School will increase 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

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 can demonstrate basic math skills.

1. In 2022 33% of 11th graders scored meets/exceeds standard on the CAASPP test in math
2. At the beginning of 2022-2023, 26% of 11th graders scored proficient or above on the Star math test

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	CAASPP - SBAC Math 2021 ALL: 45% Hispanic: 28% White: 57% EL: * RFEP: 23% SED: 25% SWD: * *data suppressed student group =< 10	CAASPP - SBAC Math 2023 ALL: 50% SED: 40%

Planned Strategies/Activities

Strategy/Activity 1

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 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

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 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Targeted Professional Development

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

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 2022-2023 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

Use online, individualized math programs to help meet students' individual foundational math needs
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

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 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Recruit and retain highly qualified math teachers

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 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

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

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 2022-2023 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 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%

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; HRS Level 1)

Basis for this Goal

2019-2020 and 2020-2021 suspension rates were highly affected by online and hybrid learning. Students were either not on campus at all or on campus for limited amounts of time. There were few behavior infractions during this time. Therefore, our goal is set to improve suspension rate from 2018-2019, when we were last in school full time.

(2020-2021 CHKS Data)

29% of Freshman experienced harassment or bullying

32% of Freshman and 20% of Juniors had rumors or lies spread about them

14% of Freshman were afraid of being beaten up

13% of Freshman have been physically victimized at least one time on campus

24% of Freshman had have sexual comments/ gestures made at them

50-57% of Hispanic or Latinx Freshman and Juniors have experienced chronic sadness or hopelessness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Connections Survey	Fall 2021 - 87% os NTHS students reported having a trusted adult on campus that they could go to for help. June 2022 - 93% os NTHS students reported having a trusted adult on campus that they could go to for help.	By June 2023, at least 92% of NTHS students will report having a trusted adult on campus that they can go to for help
Suspension Rate	Suspension Rate 2021	Suspension Rate 2023

Metric/Indicator	Baseline	Expected Outcome
	ALL: 0.2% Hispanic:0.5% White:0% EL: 0% RFEP: CDE does not report data for this group SED: 0% SWD: 0% Suspension Rate 2021-2022 ALL: 4% Hispanic:6% White: 3% EL: 6% SED:2% SWD:9%	ALL: 5%
Chronic Absentee Rate	2021-2022 ALL: 21% Hispanic: 31% White: 13% EL: 34% SED: 19% SWD: 40%	Chronic Absentee Rate 2023 Less than 15%

Planned Strategies/Activities

Strategy/Activity 1

Improve Tier 1 Level social/emotional intervention strategies

Improving implementation and strengths of Hope Squad

Increasing adult support by hiring a social worker

Implementing SEL lessons in Pathways focused on respect and safety

Implementing SEL lessons in Pathways focused on connection, identity, diversity, and community

Promote discussions within classrooms based on these topics to increase self and social awareness within these issues

Provide grade level specific curriculum through the counseling team

Provide mindfulness training and practice

Implement trauma informed practices

Continue support programs like Link Crew

Continue student leadership work to create a connected and positive student culture

Increase collaboration with resources like the Wellness Center, administrators, and teachers to increase relationships with our students

Collaborating with students to understand what they are in need of

Reminding students of school wide norms and values

Working with outside organizations like No Place for Hate, Unity Day, etc. to promote anti-bullying initiatives

Promoting respect and safety for our "home" or physical building by teaching students to work together to take care of their surroundings

Teachers and students identified who they had a meaningful connection with (student survey and teacher dot activity).

Teachers identified students who needed specific outreach and "adopted" those students.

Trauma informed inservice at the beginning of the year
Staff spirit teams to encourage staff to attend sporting events and dress up/participate in spirit
Provide motivational assemblies for students geared towards increasing student engagement, growth mindset, community, and motivation

ASB Leadership

North Tahoe High School will offer an annual Clubapalooza event for the entire student body to sign up for 21 different clubs run and facilitated by staff members. We have also started informal special interest clubs as an additional point of connection; this widens the capacity and environments that staff are interacting and connecting with students.

We will institute our annual Spirit Cup Competition to enhance school spirit and help students interact in a positive atmosphere with their grade level classmates. Our staff will model this spirit in our own competition to support students at various extracurricular events.

Lunchtime events and tournaments will be offered once a month for students to remain active in a fun stress free environment.

Homecoming dress up days, dances, and spirit competitions are offered and will be tracked for student participation and school involvement.

Sports committee will encourage participation and sportsmanship at games of every sport

Leadership will organize student events that promote positive attendance and engagement in school as well as pride in being a Laker

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 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Improve Tier 2 social/emotional intervention strategies

Implement and increase the use of Hope Squad

Increase outreach of What's Up Wellness Checks

Expand the use of restorative practices to address discipline/behavior issues

Continue to establish student support groups as needed (social skills, self-management, etc.)

Continue weekly Circle of Care meetings to target students of concern (discipline referrals, screenings, teacher recommendations, parent recommendations, etc.) and to target problem behavior around safety and respect

Continue Wellness Center, Counselor and Administration check-ins with students

Connect students who need extra support with a positive peer mentor

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 2022-2023 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

Improve Tier 3 Social/emotional intervention strategies

Weekly check-in with students from counselors

Referrals to therapists as needed

Psychological supports provided to students through their IEP as needed

Home visits for chronically absent students

Motivational supports for chronically absent students

Fine tuning the district wide student in crisis evaluation and referral process

SST meetings and family meetings

Collaborating with student's mental health provider

Implementing the use of sensory tools if needed to prevent negative behavior

Provide 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

Increase on-site mental health supports by providing additional therapist services to students within the school day

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 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

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

Field trips including leadership building and college/career exploration targeted toward first generation college going students

Parent information nights targeted towards EL and Grit parents regarding transcripts, college applications, FAFSA etc

Students to be Served by this Strategy/Activity

EL/GRIT students

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

Strategy/Activity 5

Implement a series of attendance/discipline focused Interventions

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.

Counselor will be supporting the attendance secretary with 9th/10th grade attendance and will 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 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.

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 and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

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

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

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.

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)

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

Basis for this Goal

Since College and Career Readiness as measured by the state became more complicated than just meeting A-G requirements, NTHS College and Career Indicator has been dropping, even though our A-G rates have not.

A-G Rate: 2019 - 63%, 2020- 66%, 2021 - 74%

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CCI - % graduates Prepared/Approaching Prepared	% 2021 Graduates who were Prepared/Approaching according to CA CCI: 80.7%	% 2023 Graduates who were Prepared/Approaching according to CA CCI: 85%

Planned Strategies/Activities

Strategy/Activity 1

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
Use SCOIR to explore colleges and careers

Students to be Served by this Strategy/Activity

9th grade students

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

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

10th grade students

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

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

11th grade students

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

Strategy/Activity 4

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

Counselors assisting with SART, attendance-based class lessons, and interventions

Increase college exploration opportunities and field trips, with a specific focus on supporting SED students with post-secondary options

We strategically schedule students who were not meeting A-G requirements in the second level CTE Pathways course. Expanded the CCR program to include a CCR 9, CCR 10-11, and CCR 12 class to support students in reaching the college goals throughout all four years of high school.

Adventure Risk Challenge (ARC) is working closely with all the CCR classes on writing, literacy and college knowledge support

Added a credit recovery Integrated 1 and 2 class taught by a math teacher within the school day to promote the support and success of our struggling math students

Added an additional Foundations class within the school day focused on providing credit recovery through edgenuity in a regular class period.

Added school counselor FTE to create/maintain 2 full time counselors

Add a Sports Medicine CTE Pathway related to a medical field to engage more students in CTE

Add an Integrated 3 class focused on supporting students who struggle in math with completing math A-G requirements

Use SCOIR to explore colleges and careers

Provide extra duty for school events that promote academic achievement

Students to be Served by this Strategy/Activity

All students with a focus on SED and students struggling academically

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

Strategy/Activity 5

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

Support CTE classes to aide SWD and EL in successfully completing a pathway

Provide on one one career counseling for students not electing to attend a four year college (12th grade)

Provide career counseling for target 10th graders

Students to be Served by this Strategy/Activity

ALL students with a focus on SED students

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

Strategy/Activity 6

Expand college visits, including a parent college visit through ELAC/Grit. This was a suggestion of the ELAC/Grit parents.
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
Career Tech to meet one on one with students not planning on 4 year college to help make post-secondary plan
Organize an end of year Pathway completion celebration - include a visual recognition and a culminating experience

Students to be Served by this Strategy/Activity

ALL students with a focus on SED students

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

Strategy/Activity 7

Reinstate grade level specific curriculum based on college and career exploration in Pathways classes - 12th graders:

Provide senior year workshops to support the post-secondary education and career planning process

- college visits
- application and essay writing workshops
- common app workshop
- FAFSA/opt out form - information and workshops

Increase awareness of College and Career Readiness markers including passing AP tests, passing college classes, Seal of Biliteracy, A-G etc

Award students for College and Career Readiness with Tassel at graduation

Use SCOIR to explore colleges and careers

one on one meetings with Career Tech for students not planning to attend four year college

Students to be Served by this Strategy/Activity

12th grade students

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

Strategy/Activity 8

Increase academic supports for Socio-economically disadvantaged students, students with disabilities, and English Learners

Provide professional development centered on SpEd, EL, intervention, UDL, CTE

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

Include A-G completion or Pathway completion in IEP goals

Increase college and career conversations in ELD and SpEd classes earlier in high school - 9th and 10th grade - resumes, career speakers, workplace visits

Increase collaboration between Career counseling and SpEd workability

Start discussion regarding graduation requirements and requiring A-G completion or Pathway completion

Use SCOIR to explore colleges and careers in Resource, ELD and CCR

Create a CCI target student list for specific interventions

Students to be Served by this Strategy/Activity

All students but with focus on SED, SWD, EL

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

Strategy/Activity 9

Provide academic interventions throughout the year

RTI

Lunch Bunch

Saturday School

Fall and Spring intersession credit recovery contracts

Summer School

Circle of Care meetings and therapist referrals

Multiple D/F intervention list - weekly check ins

Students to be Served by this Strategy/Activity

All students with a focus on SED, SWD and EL students

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

Strategy/Activity 10

Improve Data veracity and monitoring systems

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

Students to be Served by this Strategy/Activity

All students with a focus on SED, SWD and EL students

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

Strategy/Activity 11

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

Peardeck

Screencastify

Wevideo

Teacher's discovery

Spanish language materials for ELs

Classroom libraries and supplemental books

Students to be Served by this Strategy/Activity

All students with a focus on SED, SWD and EL students

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

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, 70% of 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 ALL: 70% : SED: 44%
ELPAC	EL: 31% well developed 23% moderately developed 38% somewhat developed 8% minimally developed	EL: 6/23 (26%) of ELs improved by one level on the ELPAC 17% well developed 56% moderately developed 22% somewhat developed 33% minimally developed

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	All reading strategies were 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</p>			
<p>Professional development focused on supporting higher levels of achievement particularly amongst SED student populations</p> <p>PD focus on literacy Work with Instructional coach Teaching librarian with literacy certificate Whole Staff PD on Trauma informed practices and SED-specific strategies Whole staff PD on student motivational and engagement strategies Whole school assemblies related to motivation and achievement PD on Use of Renaissance testing 3 times per year to monitor student progress</p>	<p>All PD focused on supporting SED students and literacy were implemented</p>		
<p>Strategies to improve student writing</p> <p>Choice writing Use of No Red Ink program</p>	<p>All writing strategies were implemented</p>		
<p>EL Specific strategies: Bilingual Aide will support students Literacy and Reading will be the focus of classroom materials.</p>	<p>All EL specific strategies were implemented</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will close read with teacher instruction Journals and analyzing texts			

Analysis

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

We read Kelly Gallagher's book and discussed the strategies we would use in our classes. For our sprints, we targeted specific SED students for more support. The Pre-AP and ERW curricula help to provide scaffolding and repeated practice for students to support their learning. We have moved to more free choice in reading and writing topics. We also spent some class time working on reading comprehension strategies as our focus for the year.

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

The 2022 juniors scored 4% higher than the 2021 juniors, and the 2022 SED juniors scored 3% more than the 2021 SED juniors. We found success with students being able to write about their own topics and choosing their own books. Twice during the year, the school gave each student a book to read to continue to support student literacy. Students were more successful on the CAASPP this past year than the previous year. Since only juniors take the CAASPP and this was the first year we were implementing some of these actions, we plan to continue the planned actions to build momentum within the coursework.

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.

We are keeping the proposed actions from last year and adding vocabulary—particularly word parts—to several of the classes. We are also looking at ways to bring in more opportunities for students to practice listening skills—such as listening and responding to prompts for podcasts, to fellow student presentations, and other class discussions/Socratic seminars. The whole school adopted using the Pre-AP Shared Principles that include: Higher-Order Questioning, Close Observations and Analysis, Academic Conversation, and Evidence-Based Writing.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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 by 5% 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: 30%	CAASPP - SBAC Math 2022 ALL: 32% SED: 19%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Improve use of STAR math tests 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 and targeting deficit skills	STAR math strategies were partially implemented. Using the instructional planning report and focusing on STAR in the sprints were not implements. This instructional planning report strategy will be implemented this year.		
Targeted Professional Development	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Whole Staff PD on Trauma informed 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			
Use online, individualized math programs to help meet students' individual foundational math needs Use of IXL, ALEKS, Khan to target skills through both videos and problems sets	Implemented as planned		

Analysis

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

Most of the planned strategies were implemented as planned. The department can continue to focus more on using the STAR math results by implementing the use of the Instructional planning reports and focusing on STAR results for a learning sprint.

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

The results of the STAR Math test from Beginning of Year to End of Year indicate that the strategies implemented were effective. According to the STAR math test for 11th graders, proficiency increased from 41% at the beginning of the year to 46% at the end of the year. However, this effectiveness was not reflected in CAASPP scores, which decreased from the year before.

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.

The department decided to increase the goal for achievement within the SED subgroup. Originally, they had set the goal of increasing SED achievement to 30% and all students to 50%, but the department wants to focus on the achievement of SED students even more and close the gap more by bringing SED achievement up to at least 40% proficient. This would double the SED proficiency rate from last year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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

A suspension rate similar to or lower than the pre-COVID 18-19 suspension rate of 1.1% in 2018-2019.

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	June 2021-2022 93% of NTHS students reported having a trusted adult on campus that they can go to for help
Suspension Rate	Suspension Rate 2023 ALL: 1%	2021-2022 ALL: 4% Hispanic: 6% White: 3% EL: 6% SED: 2% SWD: 9%
Chronic Absenteeism		2021-2022 ALL: 21% Hispanic: 31% White: 13% EL: 34% SED: 19% SWD: 40%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Improve Tier 1 Level social/emotional intervention strategies Improving implementation and strengths of Hope Squad	Partially implemented. Not yet implemented in 21-22: Hope Squad Working with outside organizations on anti-bullying		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<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>Working with outside organizations like No Place for Hate, Unity Day, etc. to promote anti-bullying initiatives</p> <p>Implement an ethics or civics class for upperclassmen</p> <p>Promoting respect and safety for our “home” or</p>	<p>Implement an ethics/civics day</p>		

**Planned
Actions/Services**

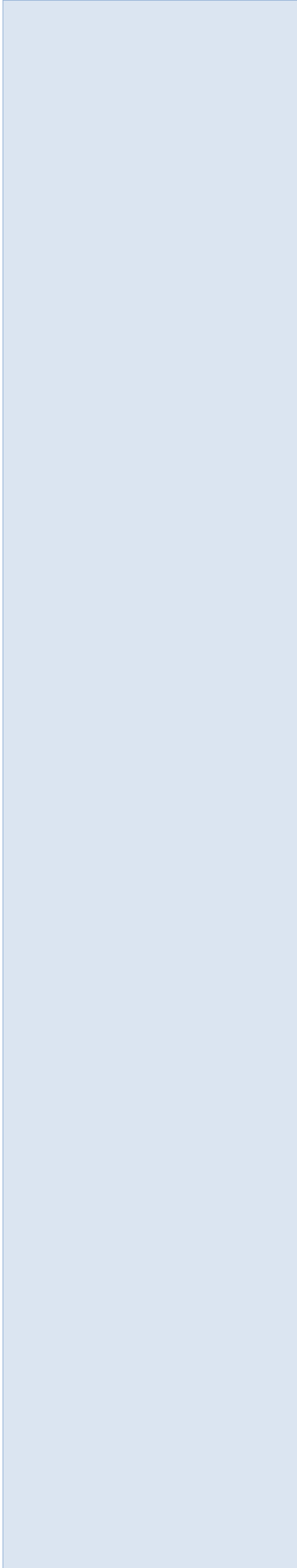
**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

physical building by teaching students to work together to take care of their surroundings Teachers and students identified who they had a meaningful connection with (student survey and teacher dot activity). Teachers identified students who needed specific outreach and “adopted” those students. Trauma informed inservice at the beginning of the year Staff spirit teams to encourage staff to attend sporting events and dress up/participate in spirit

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



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>in a fun stress free environment. Homecoming dress up days, dances, and spirit competitions are offered and will be tracked for student participation and school involvement.</p>			
<p>Improve Tier 2 social/emotional intervention strategies</p> <p>Implement and increase the use of Hope Squad Increase outreach of What's Up Wellness Checks Expand the use of restorative practices to address discipline/behavior issues Continue to establish student support groups as needed (social skills, self-management, etc.) Continue weekly Circle of Care meetings to target students of concern (discipline referrals, screenings, teacher recommendations, parent recommendations, etc.) and to target problem behavior around safety and respect Continue Wellness Center, Counselor and Administration check-ins with students Connect students who need extra support with a positive peer mentor</p>	<p>Partially implemented.</p> <p>Not yet implemented in 21-22: Hope Squad Peer mentors</p>		
<p>Improve Tier 3 Social/emotional intervention strategies</p> <p>Weekly check-in with students from counselors</p>	<p>Fully Implemented</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Referrals to therapists as needed Psychological supports provided to students through their IEP as needed Home visits for chronically absent students Motivational supports for chronically absent students Fine tuning the district wide student in crisis evaluation and referral process SST meetings and family meetings Collaborating with student's mental health provider Implementing the use of sensory tools if needed to prevent negative behavior			

Analysis

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

Tiers 1 and 2 were partially implemented. Hope Squad was the main missing component. Its implementation was pushed off to 2022-2023. Tier 3 was fully implemented.

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

Monthly, counselors and wellness staff collaborated to create SEL lessons that were targeted for each grade level. These lessons followed Collaborative for Academic, Social and Emotional Learning (CASEL) content areas for SEL. Such content areas were self-awareness, self-management, responsible decision making, relationship skills, social awareness; these areas included topics such as stress, anxiety, mental health, respect, integrity, diversity, and identity. SEL lessons included videos and activities tailored for our school community. This SEL time also included weekly mindfulness videos and in person mindfulness lessons provided by Wellness Center staff. All staff received trauma-informed care training during professional development days, from Heather Forbes, developmental trauma expert and professional speaker. This training focused on trauma informed classroom strategies, and staff participated in a monthly trauma-informed simulated situation during staff meetings. Continued professional development occurred during staff meetings where teachers and staff analyzed best practices for trauma informed teaching. School counselors provided grade specific curriculum through pathways on topics such as bullying, academic wellness, and focused on building counselor and student relationships. Circles were modeled and executed during staff meetings to encourage teachers to implement and increase the use of circles within classrooms. Link Crew programming continued and an additional staff member became involved. Link Crew connected freshmen to upperclassmen to provide supports for incoming students. Throughout the year, Link Leaders continued to check in with their freshmen through activities, Pathways lessons, and individually.

Staff worked hard to make meaningful connections with all students. After the fall connections survey, teachers "adopted" students who self-reported that they were unconnected and sought to reach out to them. This resulted in us exceeding our goal with 93% of students reporting feeling connected by the end of the year.

Our suspension rate remained low last year, with a 4% overall rate, which is 19 total suspensions. This was due in part to our focus on restorative practices. However, as we return to more and more normal school life after COVID, we are seeing an uptick in disciplinary matters and the need to retrain students on the expectations of school.

Chronic absenteeism was 21%, which is high, but we were dealing with the effects of COVID including multiple quarantines, contact tracing, and people being encouraged to stay home whenever they had a symptom and not returning until they tested negative.

Counselors, staff, and admin collaborated with students to get a better understanding about their needs. Students had the opportunity to give feedback on the dress code policy and had an impact on any changes/ updates made. Students promoted respect and safety for their environment by working together using peer to peer guidance and restorative conversations to improve the use of the commonly used facilities.

Tier 3 support was given to students through therapist referrals and IEP meetings. Home visits were conducted for chronically absent students and clear plans were created / supports put in place to increase their attendance. Administration, counselors, psychologists, and wellness center personnel were involved in improving the district wide student in crisis evaluation/ referral process. Student Support Team meetings were conducted for students of academic concern and social/emotional interventions were put in place for students who needed them.

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.

We will be adding chronic absenteeism to our goal targets for 2022-2023, now that COVID absences are less overwhelming and pervasive. We will also be adjusting our suspension goal to keep our suspension rate below 5%.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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%	%2022 Graduates who were Prepared/Approaching according to CA CCI: 82%

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Reinstatement of grade level specific curriculum based on college and career exploration in Pathways classes - 9th graders: Reinstatement of high school success skills in freshman Pathways classes Introduction of Graduation requirements and A-G in 9th grade Pathways	Fully implemented		
Reinstatement of grade level specific curriculum based on college and career exploration in Pathways classes - 10th graders: Screening of 10th grade students using CCI Aeries Dashboard Roll out of the idea of College and Career Readiness in 10th grade Pathways	Partially implemented		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Reinstate grade level specific curriculum based on college and career exploration in Pathways classes - 11th graders:</p> <p>Create a College and Career Readiness self-evaluation tool for 11th grade Pathways in February before course selection and SBAC/AP testing</p>	<p>Fully implemented</p>		
<p>Expanded academic counseling and support services:</p> <p>Counselors assisting with SART, attendance-based class lessons, and interventions</p> <p>Increase college exploration opportunities</p> <p>We strategically scheduled 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>Fully implemented. Also added UC/CSU transcript service</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Added an additional Foundations class within the school day focused on providing credit recovery through edgenuity in a regular class period. Added school counselor FTE to 2 full time counselors this year. Seek to add a CTE Pathway related to a medical field to engage more students in CTE</p>			
<p>Add a college and career tech or counseling assistant to help organize career and college presentations, college and career visits, FAFA and scholarship applications etc. This is a suggestion from ELAC/Grit parents</p>	<p>Fully implemented for 2022-2023</p>		
<p>Expand college visits, including a parent college visit through ELAC/Grit. This was a suggestion of the ELAC/Grit parents.</p>	<p>Partially implemented - student field trips, not parents</p>		

Analysis

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

Most of our strategies were implemented in 2021-2022. Some strategies involved planning that happened in 21-22 for 22-23 implementation, like the supported Integrated 3 class, Sports Medicine pathway, and addition of the Career Tech position. We continued to struggle with some of the data challenges and have not found systems to help monitor student progress on CCI throughout their four years in high school.

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

Some successes of our 21-22 strategies included the addition of the college and career Readiness 10-11 class so students have access to this support class any of their four years. This helps keep juniors focused and motivated on the college exploration and application process. Other successes included the expansion of college and career field trips, the addition of Sports medicine, increased enrollment in Engineering 2 and Culinary 2 to increase Pathway completion, and securing a permanent 2.0 FTE for two full-time counselors. Challenges include access to classes at Sierra College due to transportation, travel time etc, inaccuracies and limitations in Aeries.

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

no material difference

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 only changes we are making to the 2022-2023 goal is addition of strategies.

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, Tess Timmons Classroom Teachers

Jennifer Hodder Williams Other School Staff

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

Vallerie Laguna, Tessa Pierce, Isaac Martinez Secondary Students

Name of Members

Role

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Joanna Mitchell on

SSC Chairperson, Hana Lamb on

NTHS Budget 2022-2023

Budget 2022-23		Operational RE 0395	Measure AA RE 9103	Lottery RE 1100	Title I* RE 3010	EL* RE 0791	Perkins RE 3550
10/10/2022		\$38,440	\$52,379	\$21,109	\$67,164	\$52,893	\$8,260
Bilingual Aide	\$52,893					\$52,893	
						\$52,893	
Intervention/Tutoring	\$7,000				\$0		
					\$7,000		
Field Trips	\$8,000				\$5,025		
					\$8,000		
Mental Health Support	\$25,000				\$20,000		
					\$25,000		
Professional Development	\$22,660	\$1,000		\$5,610	\$2,835		
		\$5,000		\$7,660	\$10,000		
Operational Subs	\$8,000	\$1,330					
		\$8,000					
Teacher Materials & Supplies	\$17,000	\$5,034	\$4,523	\$6,000			
		\$5,400	\$5,800	\$6,000			
General Material & Supplies	\$48,418	\$10,161	\$6,078		\$2,170		
		\$18,107	\$18,147		\$12,164		
Academic Enhancement GL 1211	\$7,004		\$2,053				
			\$7,004				
Graduation	\$6,000			\$1,030			
				\$6,000			
CTE	\$8,260						\$7,795
							\$8,260
Copier OBJ 5640	\$10,500		\$10,500				
			\$10,500				
Technology Classroom GL 1292	\$7,728		\$5,838				
			\$7,728				
Extra Pay (Classified, Curr Dvlp, Student Events, etc)	\$1,933	\$1,933					
		\$1,933					
ELA District Novels	\$1,449			\$1,449			
				\$1,449			
Assemblies	\$5,000				\$0		
					\$5,000		

School-wide Plan Election (for SWP Title 1 schools)

1. The Comprehensive Needs Assessment

North Tahoe High School completes a Comprehensive Needs Assessment based on the WASC Self-Study format every year. All stakeholders including teachers, classified, administration, students, SSC, ELAC, and parents participate in discussion and analysis of student achievement and how the program offering best meets the needs of all students. Student data is analyzed from the following sources: CAASPP, ELPAC, AP, SAT/ACT, discipline data, attendance data, STAR reading & math reports, demographic data, information from SARC, and local assessments such as information included in Report Cards. Parents complete a survey of school programs. PTO, the school leadership team, ELAC, and School Site Council review the student performance data and provide input. Community members provide input through school meetings and the annual parent survey. Specific findings from the Comprehensive Needs Assessment can be found in the SPSA

2. Schoolwide Reform Strategy

Increase and improve schoolwide support systems for all students, with a focus on students who are not yet proficient, second language students, economically disadvantaged students, special needs students, and GATE students.

A. RTI Enrichment and Intervention

- Provide intervention and enrichment during the school day, including peer tutoring
- Create Individual Learning Plans (ILP) for each student
- Create Student Study Teams for students who are not experiencing success with Levels 1 and 2 RTI support
- Use ILPs and one-on-one counseling to support student achievement

B. Provide Targeted Tutoring

- Thursdays after school
- Saturday School

C. Pathways Instruction

- Use ILPs and goal setting to guide students in academic choices
- Advertise and monitor community service
- Improve communication/link between Student Leadership/ASB and study body

- Monitor student's academic achievement and check in with students about their progress and needs
- Support a continuously improving school climate and respect on campus with presentations, discussions, and assemblies
- Refine Advisory curriculum by Grade Level Advisory Committees with 9th and 10th grade focusing on study skills and 11th and 12th grade focusing on post-secondary and career exploration
- Support student participation in student activities and athletics

D. Research and evaluate the course offerings at NTHS to meet the needs of all students.

- Continuously study and evaluate options for expanding CTE courses
- Analyze elective offerings to meet the needs of all students
- Maintain and continue development of honors and AP courses
- Maintain and continue to develop appropriate ELD and support courses
- Analyze and promote completion of UC A-G requirements
- Continue to assess learning alternatives for students to accommodate remediation, credit recovery, and acceleration needs
 - Ensure access to core curriculum for all students and access to intensive accelerated instruction for students below grade level

E. Improve and align instructional and assessment strategies to ensure that all students meet the standards.

- All teachers will be members of site based and district PLCs to:
- Ensure the scope and sequence of courses are aligned and implemented for each course school and district wide
- Analyze assessment data and use data to inform instruction
- Create methods for re-teaching for students who have not met standard
- Identify students in need of intervention
- Create and implement formative and benchmark assessments linked to standards in PLCs
- Create and implement alternative methods for students to show they have mastered the standards (especially as designated in IEPs)
- Research, implement, and share effective instructional strategies in PLCs and schoolwide
- Research, share, and implement effective instructional strategies and continue to work on incorporating them in instruction
- Teach the adopted curriculum with fidelity

F. Increase the effectiveness of the EL instructional program by implementing and monitoring ELD strategies to move all students toward mastery of academic English and content area proficiency

- EL Coordinator will share EL strategies at staff collaboration
- EL Coordinator monitor EL achievement
- EL Coordinator and administration will help implement EL ILPs
- EL Coordinator will monitor and re-classify students as they become proficient
- Bilingual Aide will support ELs in core classes

3. Instruction by High Quality Teachers

North Tahoe High School has hired highly qualified teachers for 100% of its positions. (Refer to SARC for additional information)

4. Professional Development

- A. Provide time for teachers to collaborate on campus and district-wide in content area PLCs
- B. Provide time for reciprocal training and formal staff development in current best practice
- C. Provide training in and support for EL strategies
- D. Provide training in and support for Marzano's strategies
- E. Increase teacher capacity with the use of data to inform instruction
- F. Provide subject specific training whenever possible, especially for AP courses
- G. Provide on-going support for effective grading and assessment practices, especially related to grading on a 4 point scale

5. Attracting High-Quality Teacher

- A. North Tahoe High School attracts high-quality teachers through a centralized job posting and interview process in conjunction with the district office
- B. The thorough screening process provided by the district Human Resources Department in conjunction with site personnel permits interviewing of solely highly qualified teachers.

6. Parent Involvement

- A. Work with SSC, NTPTO, Boosters, Fan Club, and ELAC/Grit to monitor, supplement, and enrich programs
- B. Communicate with parents via newsletter, robo-call, email, Facebook, web page, and local newspaper
- C. Hold parent information nights to keep community informed of school program, events, and changes
- D. Hold regularly scheduled and publicized ELAC, SSC, and NTPTO meetings
- E. Train parents how to access student grades and attendance on AERIES
- F. Recruit parent volunteers for tutoring, classroom, events, activities, athletic assistance (Refer to SARC for additional information)

7. Transitions

- A. Provide 9th Grade Orientation for students before the end of the 8th grade year
- B. Provide orientation before school begins in August
- C. Provide information nights for parents of all incoming students

- D. Implement transition programs such as Link Crew
- E. Collaborate with NTS staff regarding the 8th to 9th grade transition
- F. Implement 8/9th grade counselor position

8. Teacher Decision-Making

- A. Honor the School Leadership team's vision and decisions
- B. Provide time and honor norms for staff to refine Professional Learning Community (PLC). Collaborative site teams to analyze data, engage in collective inquiry, and monitor results to improve instructional practice (see 2A)
- C. Provide time and honor norms for staff to continue Committee work toward school goals
- D. Articulate among grade levels and support staff to improve communication and support for student learning (Refer to SARC for additional information)

9. Safety Net (additional assistance for students not meeting standards)

- A. Utilize intervention strategies within the classroom, during the RTI period, with support staff, and in after school tutoring
- B. Utilize differentiated instruction
- C. Allow students to retake assessments until they can show proficiency
- D. Explore online resources to allow for both acceleration and remediation
- E. Establish interventions including support classes to address the needs of students scoring below proficient
(Refer to SARC for additional information)

10. Coordination and Integration (federal, state and local programs and services)

- A. Have Site Council plan and approve all expenditures
- B. Monitor purchase orders, Applications to Attend, and Expense Claims for compliance
- C. Review allowable categorical expenditures and monitor these expenditures and all carryovers
- D. Work with NTPTO and ELAC to supplement and enrich programs (Refer to SARC for additional information)

Recommendations and Assurances

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Attested:



Principal, Joanna Mitchell on

11/1/22

SSC Chairperson, Hana Lamb on



11/1/22