

The School Plan for Student Achievement

School: Mt. Tallac Continuation High School
CDS Code: 09-61903-0930040
District: Lake Tahoe Unified School District
Principal: Patrick Harnett
Revision Date: September 12, 2022

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Table of Contents

School Vision and Mission	3
School Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
ELPAC Results	12
Planned Improvements in Student Performance	15
School Goal #1	15
School Goal #2	18
School Goal #3	21
School Goal #4	24
School Goal #5	25
Centralized Services for Planned Improvements in Student Performance	26
Centralized Service Goal #1	26
Centralized Service Goal #2	27
Centralized Service Goal #3	28
Centralized Service Goal #4	29
Centralized Service Goal #5	30
Summary of Expenditures in this Plan	31
Total Expenditures by Object Type and Funding Source	31
Total Expenditures by Funding Source	32
Total Expenditures by Object Type	33
Total Expenditures by Goal	34
Centralized Service Expenditures	35
Home/School Compact	36
Parent Involvement Policy	39
School Site Council Membership	42
Recommendations and Assurances	43

School Vision and Mission

Mt. Tallac Continuation High School's Vision and Mission Statements

Our commitment is to provide Lake Tahoe Unified School District students with an alternative educational option to meet all state standards and assessments for graduation; to produce students who can think, learn and critically analyze information; and to ensure that every student is prepared for post-secondary education and careers. Our pathways are built on the LTUSD vision of "Discover and foster the unique talents and potential of all students" and the LTUSD mission "Cultivating a collaborative, nurturing, environment which embraces diversity, promotes equity and develops confident lifelong resulting in academic excellence, civic responsibility, and emotional and physical wellness."

School Profile

Located high in the Sierra Nevada Mountains on the south shore of Lake Tahoe, Mount Tallac High School is a continuation high school for the Lake Tahoe Unified School District. As of fall 2021, 70 students were enrolled in grades 10 through 12 with 66% Latinx, 4% Filipino, and 31% white, and 1% of other race/ethnicity. Additionally, 27% of students are English Learners, 81% are socio-economically disadvantaged, 6% receive special services, and 23% are experiencing homelessness. Mount Tallac serves students at-risk of not graduating due to credit deficiency, working full time, or pregnant and parenting. During a typical school year, the school office is open from 8:00 a.m. to 3:00 p.m. The school day is divided into three components: an academic intensive session at the start of the school day to accommodate roughly two-thirds of the student population, a center period of time when all MTHS students are present on campus, and a second academic intensive session for the remaining third of the student population. This schedule affords students time to focus on their academic work as well as to gain work experience hours and to make progress on their career and/or college readiness. Some students also use this time to parent.

Mt. Tallac adjoins South Tahoe High School, the comprehensive high school in Lake Tahoe Unified School District. The majority of our students come from families that are at-risk and live below the poverty line. Many of our students come from single parent families, a history of substance abuse, diverse backgrounds facing multi-cultural issues and lack of parenting skills. Our students report experiencing high rates of family neglect and abuse which contribute to excessive school failure, drop out, truancy, runaway, and homelessness. Several also qualify for support through the McKinney-Vento Act. Additionally, most of our students do not meet state standards on CAASPP (California Assessment of Student Performance and Progress) state standardized assessments due to their interrupted academic paths. Through collaborative efforts with the El Dorado County Health Department, El Dorado County Probation Department, Live Violence Free, Tahoe Youth and Family Services, and local volunteer organizations, we offer our students wrap around services on and off site.

Lake Tahoe Unified School District (LTUSD) serves families and students residing in the city of South Lake Tahoe and surrounding unincorporated communities of El Dorado County. The average household income in South Lake Tahoe is \$69,434 with a poverty rate of 13.04% (World Population Review South Lake Tahoe), average monthly rental costs range from \$1,000 for a studio unit to \$6,500 for a 4-bedroom unit, and the average home price in 2021 was \$620,000 (Placeworks City of South Lake Tahoe 22-27 Housing Element Revised March 2022). More than half of single-family residences in South Lake Tahoe are second homes. Over the past decade, resident-occupancy dropped from 61% to 46%, and second home ownership has increased by over 1% per year, leaving the Tahoe basin with more vacant and second homes than resident-occupied homes. The shift from renting second homes to long-term tenants (residents) to short-term vacationers coupled with the majority of new homes valued over \$550,000, which is higher than what most locals can afford (Tahoe Prosperity Center South Shore Region Housing Needs and Opportunities October 2019), has caused a shortage of affordable housing for local residents. Additionally, over 40% of households in the Tahoe Basin are "cost-burdened" meaning they spend more than 30% of their income on housing (Tahoe Daily Tribune El Dorado County Planning Commission May 2022).

Lake Tahoe is a premier, year round tourist destination with South Lake Tahoe being the largest city in the Tahoe basin. Commerce in the south lake area primarily centers on tourism to sustain local businesses and services. The largest industries in South Lake Tahoe are accommodation and food services, arts/entertainment/recreation, and retail industries, which are also the lowest paid (datausa.io August 2020). The city borders Stateline, Nevada, which boasts four corporate casinos and caters to national and international visitors. This also draws more tourist dollars to the south lake area and provides jobs for South Lake Tahoe and Stateline residents.

Mount Tallac High School staff members continue to work hard to meet the needs of all students by providing them with an active and relevant curriculum based on rigorous expectations. Flexibility is a key issue at Mount Tallac. Students are able to attend school on a modified schedule. They receive instruction in all core curricular areas including English, Mathematics, Algebra I and II,

Geometry, Science and Social Science. Technology access is offered in the classroom, which provides students additional access to core academic support and online community college courses. Mt. Tallac students are able to access curriculum via Chromebooks while attending class. As a requirement for graduation from Mount Tallac High School, all students are required to complete a comprehensive Senior Project unit prior to graduation.

The Young Parents Program provides child care and parenting classes for students enrolled in all district programs through Early Head Start. Currently, there are five parenting teens enrolled. Mount Tallac also offers a Work Experience Education Program that meets state requirements. Approximately 50% of our students participate in a community based career exploration program. Independent Studies is offered for students who are gone for short periods of time and long term for students who are more successful using an independent curriculum model.

We continue to monitor all student progress to provide the most appropriate educational environment for each student based on individual needs.

Less than 21 English Learners are enrolled in Mt. Tallac therefore Mt. Tallac is not required to form an English Learner Advisory Committee.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In spring 2021 all staff members were surveyed to get a sense of what current needs were for staff to better engage students and address their needs, how to measure student interest in learning as well as student achievement, and how equity in terms of academic success was addressed.

In the spring 2022 student survey, results showed students felt safe, found relationships to be a huge factor in their success at Mt. Tallac, had improved as a student since enrolling at Mt. Tallac, and cited the reason for their improvement as the change in culture and relationships with staff and students. Also, student attendance improved with their enrollment at Mt. Tallac.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The site principal conducts weekly informal observations of all classrooms. During this time, they track student engagement and instructional strategies that are implemented. These observations support planning of professional development and data analysis for teachers. Additionally, temporary and probationary teachers receive two formal observations per year. These observations include a pre observation meeting and a post observation meeting, and a formal evaluation based on the California Standards for the Teaching Profession is completed. Permanent teachers receive formal observations every four years. Finally, new teachers participating in the teacher induction program and receive peer coaching several times throughout the year. Peer coaching follows a similar process, with a pre conference and post conference meeting.

Summary of findings: Like students globally, Mt. Tallac students struggled with maintaining efficacy in their studies during the pandemic. Student engagement was present, but at lower rates than during in person instruction. Teachers utilized a variety of technology equipment, applications, and techniques to better engage our students in the curriculum. Students enjoyed whole class instruction as well as individual assignments.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical

findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

California School Dashboard data, including CAASPP results, and MAP (Measurement of Academic Progress) local assessment results are reviewed by the staff as a whole and growth targets are set. Staff is encouraged to share successful strategies which enable students to master state standards. Staff meets weekly to share best practices and case manage students enrolled at Mount Tallac.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Meeting goals.

Student progress is individually monitored by the Mt. Tallac team on a weekly basis to review progress and modify instruction as needed.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Meeting goals.

All teachers are credentialed for the subject(s) they teach and are highly qualified,

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Not meeting goals.

While English and Math courses are aligned with Common Core State Standards, we are working to adopt new textbooks and develop corresponding Courses of Study.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff members have been in-serviced on the California Standards for the Teaching Profession, and all teachers new to teaching participate in the Teacher Induction Program (TIP). State and local assessment data is used to guide instruction. Teachers meet weekly to review student performance and needs. Additionally, teachers at Mt. Tallac meet as needed to articulate course alignment with the comprehensive high school.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

All staff participate in districtwide and site based staff development and collaboration. Teachers collaborate daily during a common prep time and participate in committed collaboration time on early out Wednesdays.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

As Mt. Tallac is a small alternative continuation school, all teachers collaborate weekly on student achievement.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Courses of study in all core curricular areas continue to be refined and improved to align with Common Core State Standards (CCSS).

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Mt. Tallac meets the alternative education minutes requirements and students earn credits as determined by their individual plan and goals.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing is driven by student goals and achievement.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based materials appropriate to all student groups in all grades for all core subjects are available to all students. Some EL students have access to textbooks in their native language for core curricular areas. All classes adjust curriculum to improve student achievement in the content areas.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Appropriate SBE-adopted and standards-aligned materials are utilized as appropriate and needed to meet individual student learning goals.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Remediation classes, particularly in Math and English, are offered during the school year to enable underperforming students to work towards mastery of standards. Classes are staffed at the low end of the district staffing band, 28:1. Easily accessed materials are available for English Language Learners and updated technology also provides students with individualized remedial help. Math, Science, and English classes are leveled with appropriate materials used at each level.

14. Research-based educational practices to raise student achievement

Secondary grade staff is employing research-based strategies that affect instruction, such as teacher collaboration in instructional planning, targeted professional development, and reviews of curricula against standards. Teachers monitor student progress and make adjustments using benchmark and interim assessments, engagement via Canvas Learning Management System.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Counseling is available at the school as well as in the community. Our students can choose to participate in group counseling sessions and/or individual counseling. Additionally, our District has allocated a Counselor for all alternative programs to meet the needs of our population. A McKinney Vento/Foster Youth liaison works on site to provide services to our students experiencing homelessness. Child care and parenting classes are available for our students through the Young Parent Program (YPP) which also receives funding support from our local Soroptimist International of Sierra Tahoe.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council meets regularly to oversee implementation of program components.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical, CSI funds (in the short term), and general funds are used to support students and for supplemental materials to provide access to core curriculum.

18. Fiscal support (EPC)

Fiscal support is provided through multiple funding sources including Average Daily Attendance based, grants, EIA, Lottery, and title funds. In the 2019-20 and 2020-21 school years, Mt. Tallac was designated for Comprehensive Support and Improvement (CSI) based on student performance as reported through the California School Dashboard and awarded associated grant funds to improve student achievement and outcomes. Criteria for CSI designation may be found on the California Department of Education Comprehensive Support and Improvement webpage. Funding may be applied while Mt. Tallac continues to be designated for CSI.

Description of Barriers and Related School Goals

There is a need to increase the graduation rate and develop comprehensive transition plans for all students. The goals for Mt. Tallac are:

1. Increase student engagement and attendance. Overall, reacclimating students with coming to campus for collaborative and individual projects and assignments in class, interacting with students and staff, and engaging in building the foundation of a possible career future.
2. Develop career based curriculum that address CCSS in light of student preference for career training and opportunities.
3. In collaboration with staff and stakeholders, examine the structure of Mt. Tallac High School, including but not limited to curriculum, location, goals, and graduation requirements in order to develop plans for the primary benefit of students for upcoming years.
4. Continue to address and increase staff awareness of the unique needs of Foster Youth students, McKinney-Vento (homeless) students, pregnant and parenting students, English Learners, socio-economically disadvantaged students, and students with disabilities.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	30	27	18	27	0	17	27	0	16	90	0.0	94.4
All Grades	30	27	18	27	0	17	27	0	16	90	0.0	94.4

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

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 Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2466.		2425.	0.00		0.00	7.41		0.00	25.93		18.75	66.67		81.25
All Grades	N/A	N/A	N/A	0.00		0.00	7.41		0.00	25.93		18.75	66.67		81.25

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 Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	3.70		*	25.93		*	70.37		*
All Grades	3.70		*	25.93		*	70.37		*

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 Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00		*	37.04		*	62.96		*
All Grades	0.00		*	37.04		*	62.96		*

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 Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	3.70		*	59.26		*	37.04		*
All Grades	3.70		*	59.26		*	37.04		*

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	3.70		*	29.63		*	66.67		*
All Grades	3.70		*	29.63		*	66.67		*

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. In 2019-20 CAASPP state testing was suspended due to the COVID-19 pandemic. In the 2020-21 school year, LTUSD administered NWEA MAP assessments as a viable option to CAASPP state assessments.
In 2018-19, 0% exceeded standard in English. CAASPP (California Assessment of Student Performance and Progress) state standardized assessments are administered to students in grades 3-8 and 11.
2. In 2018-19, 7.41% met standard in English.
3. In 2018-19, 25.93% nearly met and 66.67% did not meet standard in English.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	30	27	18	27	0	15	27	0	15	90	0.0	83.3
All Grades	30	27	18	27	0	15	27	0	15	90	0.0	83.3

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2414.		2417.	0.00		0.00	0.00		0.00	0.00		0.00	100.0		100.0
All Grades	N/A	N/A	N/A	0.00		0.00	0.00		0.00	0.00		0.00	100.0		100.0

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.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00		*	0.00		*	100.0		*
All Grades	0.00		*	0.00		*	100.0		*

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.

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	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00		*	22.22		*	77.78		*
All Grades	0.00		*	22.22		*	77.78		*

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00		*	29.63		*	70.37		*
All Grades	0.00		*	29.63		*	70.37		*

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. In 2019-20 CAASPP state testing was suspended due to the COVID-19 pandemic. In the 2020-21 school year, LTUSD administered NWEA MAP assessments as a viable option to CAASPP state assessments.
In 2018-19, 100% of students did not meet state standards. CAASPP state standardized assessments were administered to students in grades 3-8 and 11.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	1555.0	*	*	1549.6	*	*	1560.0	*	*	11	8	5
12	*	*	1539.9	*	*	1553.1	*	*	1526.0	6	*	11
All Grades										17	11	16

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	0.00	*	*	54.55	*	*	36.36	*	*	9.09	*	*	11	*	*
12	*	*	0.00	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11
All Grades	5.88	18.18	0.00	52.94	45.45	37.50	35.29	27.27	43.75	5.88	9.09	18.75	17	11	16

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	27.27	*	*	54.55	*	*	18.18	*	*	0.00	*	*	11	*	*
12	*	*	36.36	*	*	36.36	*	*	27.27	*	*	0.00	*	*	11
All Grades	17.65	45.45	31.25	64.71	45.45	43.75	17.65	9.09	25.00	0.00	0.00	0.00	17	11	16

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	0.00	*	*	27.27	*	*	45.45	*	*	27.27	*	*	11	*	*
12	*	*	0.00	*	*	0.00	*	*	45.45	*	*	54.55	*	*	11
All Grades	5.88	0.00	0.00	29.41	18.18	0.00	47.06	63.64	37.50	17.65	18.18	62.50	17	11	16

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	0.00	*	*	63.64	*	*	36.36	*	*	11	*	*
12	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
All Grades	0.00	0.00	0.00	70.59	81.82	62.50	29.41	18.18	37.50	17	11	16

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	81.82	*	*	18.18	*	*	0.00	*	*	11	*	*
12	*	*	80.00	*	*	20.00	*	*	0.00	*	*	10
All Grades	76.47	100.00	86.67	23.53	0.00	13.33	0.00	0.00	0.00	17	11	15

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	0.00	*	*	63.64	*	*	36.36	*	*	11	*	*
12	*	*	9.09	*	*	18.18	*	*	72.73	*	*	11
All Grades	5.88	0.00	6.25	64.71	72.73	18.75	29.41	27.27	75.00	17	11	16

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	0.00	*	*	90.91	*	*	9.09	*	*	11	*	*
12	*	*	0.00	*	*	70.00	*	*	30.00	*	*	10
All Grades	0.00	27.27	0.00	94.12	63.64	66.67	5.88	9.09	33.33	17	11	15

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. Summative ELPAC (English Language Proficiency Assessments for California) is administered to students every year they are designated as English Learners. 2018-19 was the first year of ELPAC testing having replaced the CELDT test (California English Language Development test) which was phased out in 2017-18. Data will be analyzed to see how our practices are affecting student outcomes.
2. In 2021-22, 18.75% of student had level 1 minimally developed English Language proficiency, 43.75% had level 2 somewhat developed proficiency, 37.50% had level 3 moderately developed proficiency, and 0.00% had well developed proficiency.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Curriculum and Instruction
LEA GOAL:
Increase all student achievement, targeting English Learners, Students with Disabilities, Low Income Students, Foster Youth, and students experiencing homelessness • 5% toward grade level standards, through the current LCAP cycle, as measured by state and local standardized assessments for all students including EL, SWD, Low Income, Foster Youth • Utilizing standards, research, and evidence based instructional practices and curriculum that are equity based and culturally relevant. • Increase student achievement targeting the difficulties experienced at the comprehensive high school(s) (e.g apathy, temporary crisis, addressing mental health needs). (State Priorities: 1 Basic Services, 2 Implementation of State Standards, 4 Pupil Achievement, 7 Course Access, 8 Pupil Outcomes)
SCHOOL GOAL #1:
Increase all student achievement, targeting English Learners, Students with Disabilities, Low Income Students, Foster Youth, and students experiencing homelessness • 5% toward grade level standards, through the current LCAP cycle, as measured by state and local standardized assessments for all students including EL, SWD, Low Income, Foster Youth • Utilizing standards, research, and evidence based instructional practices and curriculum that are equity based and culturally relevant.
Data Used to Form this Goal:
English Language Arts and Math CAASPP SBAC results, California School Dashboard

Findings from the Analysis of this Data:

There is a need for an increase in student achievement for all students, with an emphasis on EL, Students With Disabilities (SWD), Foster and Homeless Youth and Low Income (LI) to:

- Increase percentage of students who achieve grade level standards by 10% as measured on CAASPP (California Assessment of Student Performance and Progress) results
- Increase the passing rate for academic courses
- Have access to rich SEL/Relationship instruction and curriculum
- Be provided with SEL strategies imbedded vertically across all grade levels
- Increase SWD/EL graduation rates
- Have access to project-based learning curriculum including different classroom structure; relevant, real-world application; and public product

How the School will Evaluate the Progress of this Goal:

Annual attendance and gradebook data collected at the end of the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Pre-Assess students to determine academic and social emotional needs and utilize essential standards to meet their academic goals. Follow this process with a post-assessment to gauge impact.	2022-23	Teachers Counselor	Certificated salaries	1000-1999: Certificated Personnel Salaries	CSI	191,054
b. Track student attendance, articulate the goal of 15 hours per week in school, collaborate with student and parent/guardian to problem solve as necessary, and correlate to demonstrated levels of achievement and on graduation rates.	2022-23	Principal Counselor TOSA - Career Coordinator Teachers Secretary	Secretary extra duty			
c. Connect students to their areas of interests including a career and/or college path component.	2022-23	Principal Counselor TOSA - Career Coordinator Teachers	TOSA - Career Coordinator	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental LCFF - Supplemental/EIA	500.00 1,955.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
d. Revise/Write Courses of Study and identify resources needed, including textbooks.	2022-23	Principal Teachers	California Continuation Educators Association (CCEA) membership fee (Principal)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental/EIA	450.00
			CCEA conference travel costs (Principal)	5000-5999: Services And Other Operating Expenditures	Title I	2,797.00
					LCFF - Supplemental	1,300.00
e. Provide site based instructional supplies money including supplemental instructional materials for English Learners	2022-23	Principal TOSA - Career Coordinator Teachers	Supplies	4000-4999: Books And Supplies	LCFF - Supplemental/EIA	3,463.00
			Supplies	4000-4999: Books And Supplies	Lottery	459.00
			Instructional materials and supplies	4000-4999: Books And Supplies	Title I	2,582.00
f. Indirect costs (CSI)	2022-23	Set aside	Indirect costs	7000-7439: Other Outgo	CSI	11,614.00

School Goal #2

SUBJECT: Integrated staff support and professional development

LEA GOAL:

Supported through ongoing targeted professional learning, collaboration, and support for all staff, all students will receive quality first instruction and curriculum

- To which they have equitable access
- Aligned to standards that is guaranteed, viable, and rigorous
- That fully prepares them to successfully progress through each grade level, graduation, and into college or career choice
- That is vertically articulated and scaffolded
- Consistently aligned across grade levels for the primary benefit of students

(State Priorities: 1 Basic Services, 2 Implementation of State Standards, 4 Pupil Achievement, 5 Pupil Engagement, 6 School Climate, 7 Course Access, 8 Pupil Outcomes)

SCHOOL GOAL #2:

Supported through ongoing targeted professional learning, collaboration, and support for all staff, all students will receive quality first instruction and curriculum

- To which they have equitable access
- Aligned to standards that is guaranteed, viable, and rigorous
- That fully prepares them to successfully progress through each grade level, graduation, and into college or career choice
- That is vertically articulated and scaffolded
- Consistently aligned across grade levels for the primary benefit of students

Data Used to Form this Goal:

LCAP Survey Results

Findings from the Analysis of this Data:

There is a need for all staff to support students, with an emphasis on EL, SWD, Foster and Homeless Youth and LI to:

- Increase percentage of students (EL, SWD, LI) who achieve grade level standards by 10% as measured on CAASPP results
- Increase EL reclassification rates, decrease LTELs (long-term English Learners), and systematically track and monitor RFEP (Reclassified Fluent English Proficient) students
- Increase the passing rate for academic courses

There is a need for the District to:

- Increase standards aligned IEPs (Individualized Education Plans)
- Increase preventative, proactive instruction
- Increase rich first instruction practices
- Have a strong inclusion model to prevent homogeneously grouping students by ability and pulling students out of core instruction
- Have clearly identified learning targets by subject and grade
- Decrease suspension rates, increase engagement
- Increase student attendance
- Increase systematic collaboration and planning between Core Subject Teachers and Special Education Service Providers
- Have consistent and equitable course access throughout all K-12 programs
- Articulate and maintain high standards for all students

How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Time for teachers to visit and collaborate with each other and with other WASC accredited continuation high schools.	2022-23	Principal Counselor Teachers				
b. Identify career skills that integrate into state standards building a practical and applicable curriculum.	2022-23	Principal Teachers				
c. Time for teachers to collaborate horizontally and vertically during designated collaboration time, common prep time, and other meetings and opportunities.	2022-23	Principal Counselor TOSA - Career Coordinator Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
e. Purchase supplemental instructional materials to enhance curriculum and provide access for low socio economic students.	2022-23	Principal Teachers Secretary	Supplemental instructional materials	4000-4999: Books And Supplies	CSI	4,814.00
f. Training for staff in Social-Emotional Learning, trauma informed practices, and restorative practices.	2022-23	Principal Counselor TOSA - Career Coordinator Teachers Secretary				

School Goal #3

SUBJECT: Student and family support and engagement
LEA GOAL:
Students, families, staff and stakeholders will engage in building and sustaining an inclusive, connected, and proactive school community fostering a positive climate and culture • Through language, cultural, and socio-economic support • By supporting students in making their own unique and personal contributions through participation in activities that promote academic, physical, and social-emotional well being • By connecting with, educating, and empowering families to participate in their student's learning and well-being and as partners in the school community
SCHOOL GOAL #3:
Students, families, staff and stakeholders will engage in building and sustaining an inclusive, connected, and proactive school community fostering a positive climate and culture • Through language, cultural, and socio-economic support • By supporting students in making their own unique and personal contributions through participation in activities that promote academic, physical, and social-emotional well being • By connecting with, educating, and empowering families to participate in their student's learning and well-being and as partners in the school community
Data Used to Form this Goal:
LCAP Survey Results, student suspension data

Findings from the Analysis of this Data:

There is a need for all students, with an emphasis on EL, SWD, Foster and Homeless Youth, and LI to:

- Increase student's ability to be self-aware and have ownership of their own goals
- Increase student engagement and confidence in their current abilities and taking on new challenges
- Increase opportunities for high levels of social, emotional, and personal health
- Decrease suspension rates for EL/SWD
- Increase graduation rates for EL/SWD
- Increase feelings of connectedness, communication, support

There is a need for the District to:

- Decrease educator bias, increase cultural competency, diversity and equity training
- Increase resources, supports and training to de-escalate behavior and intervene early and often
- Decrease punitive practices around grading, attendance, and behavior
- Provide opportunities to formalize ELAC (English Learner Advisory Committee) Plan and Parent leadership opportunities
- Have established Parent outreach protocols and programs in order to access available school and community services
- Provide more robust translation and interpretation services
- Have connections with staff who are responsive with instructional practices targeted toward poverty and trauma
- Have common TK-12 vocabulary for academic/behavior expectations and independence
- Address and adapt Master Schedules to ensure ELD and SEL needs are met

How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Build connections with students and families and create a personalized graduation plan.	2022-23	Principal Counselor TOSA - Career Coordinator				
b. Continue to provide students relevant resources to meet their basic and academic needs, including McKinney-Vento, Advance, and social emotional support systems throughout the community.	2022-23	Principal Counselor TOSA - Career Coordinator Teachers Secretary				
c. Continue to use trauma informed practices and restorative practices to	2022-23	Principal Counselor				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
build culture and community.		TOSA - Career Coordinator Teachers Secretary				
d. Establish a timeline for collaboration with LTCC to enhance the efficiency of the relationship.	2022-23	Principal Counselor TOSA - Career Coordinator				
e. Establish family events including Family outreach (regularly scheduled), Family University, with a specific topic/focus for each gathering as well as community events including car shows and, bike shows, and art shows hosted in collaboration with service organizations with community support.	2022-23	Principal Counselor TOSA - Career Coordinator Teachers Secretary				
f. Explore funding sources and partnerships to make family gatherings sustainable.	2022-23	Principal Counselor TOSA - Career Coordinator Teachers Secretary				
g. Celebrate the culmination of compensatory education	2022-23	Principal Counselor TOSA - Career Coordinator Teachers Secretary	Graduation	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental/EIA	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	CSI	191,054.00
4000-4999: Books And Supplies	CSI	4,814.00
7000-7439: Other Outgo	CSI	11,614.00
	LCFF - Supplemental	1,300.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00
	LCFF - Supplemental/EIA	1,955.00
4000-4999: Books And Supplies	LCFF - Supplemental/EIA	3,463.00
5000-5999: Services And Other Operating	LCFF - Supplemental/EIA	450.00
5800: Professional/Consulting Services And	LCFF - Supplemental/EIA	5,000.00
4000-4999: Books And Supplies	Lottery	459.00
4000-4999: Books And Supplies	Title I	2,582.00
5000-5999: Services And Other Operating	Title I	2,797.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
CSI	207,482.00
LCFF - Supplemental	1,800.00
LCFF - Supplemental/EIA	10,868.00
Lottery	459.00
Title I	5,379.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	191,554.00
4000-4999: Books And Supplies	11,318.00
5000-5999: Services And Other Operating Expenditures	3,247.00
5800: Professional/Consulting Services And Operating	5,000.00
7000-7439: Other Outgo	11,614.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	216,174.00
Goal 2	4,814.00
Goal 3	5,000.00

Centralized Service Expenditures

2022-2023 Centralized Expenditures

SPSA LEA goals, actions and services align with the 21/22-23/24 Local Control and Accountability Plan goals, actions, and services

Goal	Action	Item	Budget Source	TOTAL	Description
1	1	SPSA implementation: all sites Flexible site funding, personnel, supplies and materials, travel/conference, professional services	Supplemental, Supplemental EIA, Concentration, ESSER II	2,344,267	
1	2	ELD Coordinator 1.0 FTE	Title I, II, III, IV; Supplemental	154,474	
1	3	Ellevation implementation by ELD Coordinator	Title III	26,800	Ellevation annual renewal
1	4	Elementary Intervention Teacher (6.0 FTE)	Supplemental, EPA	703,331	
1	5	Paraprofessionals Hire 6.0 FTE additional paraprofessionals for targeted English and Math improvement (need for bilingual in Spanish and Tagalog) Existing paraprofessionals	Supplemental, Supplemental EIA, Concentration, AB86	541,215	Elementary
1	6	CA Education Partners: PreK-3	No cost	0	No cost
1	7	CTE Coordinator, STHS	LCFF	126,437	
1	8	4 Career Technical Education Pathway Providers	Supplemental, ESSER III	378,776	
1	9	After School Expanded Learning and Support Opportunities K-8	Supplemental, ESSER II	40,500	
1	10	McKinney Vento Instructional Assistant	AB86	39,081	
1	11	Director of Elementary Education	Unrestricted	200,307	
1	12	Director of Secondary Education (including administrative support)	Unrestricted, Supplemental, Supplemental EIA, CTEIG	249,804	
2	1	Content Area Specialist (3.0 FTE) - EL Content, ELA/Literacy/Writing Skills, Math	Supplemental	398,283	
2	2	Professional Development: Staff Survey	Supplemental	1,200	SurveyMonkey renewal
2	3	Professional Development: plan development with Elementary, Secondary Directors, ELD Coordinator, Site Leaders	Supplemental, AB86	19,419	
2	4	Professional Development: plan implementation with Content Area Specialists	Supplemental, Supplemental EIA	105,852	
2	5	Collaboration and Professional Learning Communities coordination	Supplemental	450	Dues/memberships, teacher extra duty
3	1	Elementary Counselor (2.0 FTE)	Supplemental, ESSER III	248,714	
3	2	SEL practices implementation with Elementary counselor	LCFF	26,000	SEL Curriculum
3	3	PBIS implementation	Supplemental, Concentration, Title IV	354,001	
3	4	Safe Schools Curriculum	Supplemental	10,000	
3	5	Student Advocate - SEL/Behavioral, mental health	Other local grant, ESSER III	32,560	Contracted services
3	6	McKinney Vento Instructional Assistant (included in goal 1)		0	
3	7	School Nursing Services: all sites (6.0 FTE)	SPED, Supplemental, Concentration	568,548	
3	8	After school bussing for school activities	Supplemental, ESSER III	5,600	
3	9	Parent opportunities, resources, support: PIQE	Title I, III, Supplemental	51,003	PIQE cost, postage, Bilingual Community Liaison
		TOTAL		6,626,622	

Home/School Compact

Lake Tahoe Unified School District

Family-School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed-upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Teach classes through innovative, interesting, differentiated, and challenging, lessons that promote student achievement toward District and State Standards.
- Motivate our students to learn.
- Have high expectations and help every child to develop a love of learning.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful assignments to reinforce, encourage, and extend, learning.
- Teach the standards, curriculum, and district-wide initiatives with fidelity.
- Support the formation of partnerships with families and the community.
- Develop skills in educational technology including: use of SMART Board, Chromebook (Grades 3-12), Illuminate, Aeries and online intervention software.
- Engage students in AVID methodologies.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Attend school 95% of the school year (**NO MORE THAN 10 ABSENCES**) and will be prepared to learn.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school.
- Limit my TV/computer, device use and video-gaming for entertainment purposes, and instead study or read every day after school.
- Respect the school classmates, staff and families.
- Be responsible so as to effectively utilize and maintain my Chromebook (Grades 3-12).
- Monitor my academic progress and performance.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability.

- Ensure that my child attends school 95% of the school year (**NO MORE THAN 10 ABSENCES**), gets adequate sleep, regular medical attention and proper nutrition.
- Provide a balance between academic and extra-curricular involvement.
- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day.
- Participate at school in activities such as school decision-making, volunteering and/or attending parent conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.
- Support education use and care of my child's Chromebook (Grades 3-12).
- Monitor my child's academic progress and performance.

Student's First Name

(PLEASE PRINT)

Student's Last Name

Principal

Student

Date

Parent

Distrito Escolar Unificado de Lake Tahoe

Contrato entre la escuela-familia

Es importante que las familias y las escuelas trabajen juntos para ayudar los alumnos a lograr las exigentes normas académicas. Mediante un proceso que incluye los maestros, las familias, y los representantes comunitarios, los siguientes son trabajos y responsabilidades acordados que nosotros como socios realizaremos para apoyar el éxito estudiantil en la escuela y la vida.

Acuerdo del personal

Yo acuerdo realizar las siguientes responsabilidades lo mejor que yo pueda:

- Enseñar clases mediante lecciones innovadoras, interesantes, diferenciado, y desafiantes que promueven el rendimiento estudiantil hacia las normas distritales y estatales.
- Motivar nuestros alumnos para aprender.
- Tener altas expectativas y ayudar cada alumno a desarrollar un amor al aprendizaje.
- Proporcionar un entorno docente seguro, acogedor, y comprensivo.
- Proporcionar trabajos significativos para reafirmar, alentar, y extender al aprendizaje.
- Enseñe los estándares, el plan de estudios y las iniciativas de todo el distrito con fidelidad.
- Apoyar la formación de sociedades con las familias y la comunidad.
- Desarrollar habilidades sobre tecnología educativa: uso de SMART Board, computadoras Chromebook (Grades 3-12), Illuminate, Aeries, y programa en línea de intervención.
- Impartir los alumnos con metodologías AVID.

Acuerdo estudiantil

Yo acuerdo realizar las siguientes responsabilidades lo mejor que yo pueda:

- Asistir a clase 95% del tiempo durante el año escolar (**NO MÁS DE 10 AUSENCIAS**) y estar preparado para aprender.
- Traer los materiales necesarios, completar los trabajos y la tarea.
- Aprender y seguir las reglas del salón y la escuela.
- Comunicar periódicamente con mis padres y maestros sobre las experiencias escolares para que me puedan ayudar a tener éxito en la escuela.
- Limite el televisor / ordenador, el uso de dispositivos y de video - juegos para fines de entretenimiento, y en lugar de estudiar o leer todos los días después de clases.
- Respetar los compañeros escolares, el personal, y las familias.
- Ser responsable como para efectivamente utilizar y mantener mi computadora Chromebook (Grades 3-12).
- Supervisar mi progreso y rendimiento académico.

Acuerdo de la familia/padres

Yo acuerdo realizar las siguientes responsabilidades lo mejor que yo pueda:

- Asegurar que mi hijo/a asista a clase 95% del tiempo durante el año escolar (**NO MÁS DE 10 AUSENCIAS**), duerma lo suficiente, reciba atención médica, y nutrición apropiada.
- Proporcionar un balance entre la participación académica y extracurricular.
- Proporcionar un tiempo y lugar callado para la tarea y supervisor cuanta tele ve.
- Leer a mi hijo/a o alentar mi hijo/a a leer cada día.
- Participar en actividades en la escuela tales como la toma de decisiones escolares, sirviendo como voluntario y/o asistiendo a conferencias con los padres.
- Comunicar la importancia de la educación y el aprendizaje a mi hijo/a.
- Respetar la escuela, el personal, los alumnos, y las familias.
- Apoyar el uso educativo y el cuidado de la computadora Chromebook (Grades 3-12).
- Supervisar el progreso y rendimiento académico de mi hijo/a.

Primer nombre del alumno

(FAVOR DE ESCRIBIR)

Apellido del alumno

Director/a

Alumno

Fecha

Padre

Parent Involvement Policy

**Pathways at Mt. Tallac
Mt. Tallac High School
Lake Tahoe Unified School District
2022-2023 School Year**

SCHOOLWIDE PARENT INVOLVEMENT POLICY

- Mt. Tallac staff works with families and students in the creation and revision of the Personalized Graduation Plan.
- Mt. Tallac staff connects parents, guardians, and students with local agencies for support and resources.
- The school will provide a flexible number of meetings throughout the year to encourage parent involvement. Topics covered during the meetings or through a newsletter may include:
 1. Improving two-way communication between the school and home and home and the school.
 2. Discussing current student assessment data and student progress.
 3. Providing information about school and district resources for student academic improvement.
 4. Conferencing with teachers.
 5. Providing training programs to help parents support and work with their children at home and at school.
 6. During parent meetings, parents will have opportunities for the discussion of parental suggestions.

Pathways at Mt. Tallac is committed to:

- Advocating for teachers and parents
- Valuing cultural diversity
- Providing information and guidance about programs that are available and can benefit from transitional support into Pathways at Mt. Tallac through graduation and beyond. Potential programs, support, and pathways include Career Technical Education, Special Education, A-G college-bound, English Learners support, McKinney-Vento youth. Students and their families will receive program and pathway guidance, encouragement, and support through guiding documents.
- Communicate through a schoolwide communication system (Aeries Communications) or parent newsletter mailed or emailed home informing parents/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. Every attempt will be made to contact parents in their primary language.
- Response to suggestions will be reviewed in a timely fashion, and if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting.
- Notify parents annually of individual student (progress) assessment results and provide guidance on interpreting the results. An explanation of the information will be available in Spanish.
- Translate communications in appropriate languages at any of these forums will be provided.
- Providing accessibility and opportunities for parents with disabilities and parents of students with disabilities.

Approved by School Site Council 9/12/2022

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Pat Harnett	X				
Susan Baker				X	
Sara Justice			X		
Daisy Arellano			X		
Bettina Wilson		X			
Amy Jackson			X		
					X
Laura Salinas				X	
Luis Perez				X	
Julia Russell		X			
Claudia Manzano				X	
Amber Justice				X	
Numbers of members of each category:	1	2	3	5	1

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on November 15, 2021.

Attested:

Patrick Harnett

Typed Name of School Principal



Signature of School Principal

9/19/2022

Date

Susan Baker

Typed Name of SSC Chairperson



Signature of SSC Chairperson

9/19/22

Date