

The School Plan for Student Achievement

School: South Tahoe High School
CDS Code: 09-61903-0937805
District: Lake Tahoe Unified School District
Principal: Justin Zunino
Revision Date: October 20, 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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The District Governing Board approved this revision of the SPSA on November 10, 2022.

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School Vision and Mission

South Tahoe High School's Vision and Mission Statements

South Tahoe High School (STHS) has a long tradition of celebrating academics, athletics, and the arts. Students explore career paths in a wide array of Career Technical Education (CTE) courses in state of the art facilities. Students learn, grow and connect to the community of South Lake Tahoe and the natural resources in and around Lake Tahoe. In addition to field trips to colleges, students gain experience outside the Lake Tahoe Basin through journeys together to explore and grow their talents in arts, team sports and career possibilities that provide a glimpse into their futures. The South Lake Tahoe community - students, staff, families and community members, contributed to a shared vision of student-centered learning and identified key qualities we want to develop in our graduates. This collaborative effort led to Viking Vision plans and the Viking Graduate Profile. The intent of Viking Vision is to provide a platform for ongoing community engagement, reflection, and action.

VISION of Student-Centered Learning Experiences - Students develop a sense of belonging through the discovery and exploration of their unique talents and potential.

Our vision is grounded in the nexus between mastery based learning, culturally relevant practices, and trauma informed practices. At STHS, we believe all students can learn at high levels and understand that positive student-staff relationships are very important. In addition, we recognize the need for clearly identified learning outcomes, positive student engagement, and positive interventions to support our expectations for student behavior. We believe in the need to support student wellness as a necessary element in providing the best possible conditions for student learning. Also important, STHS regularly celebrates student characteristics that promote six enduring qualities identified in the Viking Graduate Profile - Critical Thinking, Collaboration, Curiosity, Communication, Character, and Healthy Independence. STHS will be revisiting our vision statement this coming winter.

STUDENT OUTCOMES - Viking Graduate Profile

Graduates of South Tahoe High School represent the youth and the future of South Lake Tahoe. Our students reflect the extraordinary nature of the Lake Tahoe region. Our mission is to provide a rich educational experience that prepares South Lake Tahoe's next generation with college and career choices while cultivating essential qualities that will enable them to flourish. The six qualities of the Viking Graduate represent academic, personal and interpersonal skills that each South Tahoe High School student will work to demonstrate by graduation.

STHS is developing measurable outcomes through student and staff reflections on the teaching/learning strategies for each of the characteristics of the Viking Graduate Profile.

School Profile

Located high in the Sierra Nevada on the south shore of Lake Tahoe, South Tahoe High School is the four-year comprehensive high school for Lake Tahoe Unified School District. From our 2021-2022 Student Information System, STHS enrollment is 1155 students: White 46.3%; Latinx 44.2%; Filipino 3.6%; and Asian or Multi-ethnic 3.1%. Our English Learner population is 15.8%, our Special Education population is 13.0%, our Socio-Economically disadvantage population is 41.2%, and 37% of STHS parents have a college degree. This data includes all the students in our comprehensive high school, students in online programs, and the Independent Learning Academy located on campus.

South Tahoe High School follows a 4X4 hybrid schedule allowing students choices and flexibility in their high school schedules as well as providing more options aimed at preparing students for college and career. In addition to on-campus classes, STHS offers online programs to increase opportunities for students interested in full-time online instruction or a blend of online and on-campus instruction. To ensure students thrive in school, we offer numerous support programs including English Language Development (ELD), TRiO tutoring support, and Upward Bound academic support. Additionally, the campus is equipped with classroom technology including SMART boards, LCD monitors, document cameras, and high-speed wi-fi and speaker systems creating optimal learning environments for all students. To accompany the classroom technology, every student can check out a Chromebook facilitating 1-to-1 computing devices and provide students access to online instructional programs and curriculum.

South Tahoe High School has a long tradition of celebrating academics, athletics, and the arts. Students explore career paths in a wide array of Career Technical Education (CTE) courses in state of the art facilities. In addition to field trips to colleges, students gain experience outside the Lake Tahoe Basin through journeys together where they explore their talents in arts, team sports, and career

paths that provide a glimpse into their futures. Senior Project continues to be a required graduation performance standard and involves a minimum of fifteen out-of-class hours working with a mentor on a self-selected topic, research paper, and oral presentation to a board of community members and faculty. STHS is currently fully accredited through June 2023.

The South Lake Tahoe community - students, staff, families, and community members, contributed to Viking Vision, a plan for student-centered learning and graduate profile of qualities we promote in our graduates. Together, the STHS community has developed a shared vision of student-centered learning and identified qualities we want to instill in our graduates. Our vision is grounded in the nexus between mastery based learning, culturally relevant practices, and trauma informed practices.

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).

STHS will be surveying parents, students, and staff at the end of Term 1 in alignment with Level 1 of Marzano's High Reliability Schools. Our goal at STHS is to achieve level 1 status which is summarized as being safe, supportive, and a collaborative culture. This status is achieved when survey results from parents, students, and staff confirm our achievement in these three general areas. After achieving Level 1 status, STHS will make plans to work at achieving subsequent levels, namely Level 2 (effective teaching in every classroom) and Level 3 (guaranteed and viable curriculum) over the next several years.

Classroom Observations

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

Administration follows Contractual guidelines for teacher observations and evaluations.

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)

Not meeting goals. We expect to be meeting goal by the spring of 2023.

Graduation rates, Advanced Placement exams, ELPAC, SAT, ACT, and CAASPP results are available through the Aeries Student Information System for staff to review and set growth targets for students. In addition to these metrics, this year our Professional Learning Community (PLC) teams will review these scores and utilize formative assessments in their subject areas to inform instruction, materials used, and course pacing. PLC teams will work collaboratively to develop common assessments and alignment. During this work together, staff is encouraged to share successful instructional strategies. We see persistent gaps in English Learner achievement and have added several new courses with 3 new ELD teachers for 22/23. We have also enrolled all ELD students in a support class for each term. Prior to 22/23, ELD students may not have been enrolled in an ELD support class and/or did not receive support over the courses of the full academic year. CAASPP state assessments were suspended in the spring of 2020 due to the COVID-19 pandemic and LTUSD administered NWEA MAP assessments in spring 2021 as a viable option to CAASPP state assessments.

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

Not meeting goals. We expect to be meeting goal by the spring of 2023.

The Math, English, and Science departments are in process of developing and implement common assessments aligned with the curriculum to demonstrate proficiency. Other departments are learning to engage in this practice to the extent possible. Teachers in all departments review and develop courses of study, share strategies, and provide student support for learning.

Staffing and Professional Development

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

Meeting goals.

All teachers are credentialed or are working through a credential program for the subject they teach and are highly qualified which includes BCLAD, CLAD, or SDAIE training.

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

Meeting goals.

English and Math courses are aligned with Common Core State Standards. Mathematics is using Glencoe McGraw Hill texts for Math 1, Math 2, and Math 3 and corresponding support classes. Spanish as a first language EL (English Learner) students have access to textbooks in their native language for core curricular areas. Science teachers are implementing NGSS and STEAM 1 and 2 courses that meet A-G requirements. Social Science teachers have developed UC-approved courses of study aligned to the California History-Social Science Framework and CTE teachers are collaborating around new CTE standards and standards for career-ready practice.

District Content Area Specialists hired in the 2021-22 school year will assist teachers in implementation of targeted ELA, math, and ELD practices; curriculum; and targeted instruction.

STHS developed a professional development plan for 2022-23 through the implementation of our Single Plan, presented in the spring of 2022. LTUSD will supplement the site professional development plan with additional training opportunities through the course of the 22/23 school year.

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

Meeting goals.

All staff members are engaged each week of the school year in the development of our student-centered PLC teams. District and site-level professional development is available for building skills in Canvas Learning Management System (LMS), and our Aeries Student Information System (SIS). Additionally, departments can request paid time for collaboration from site administration.

District Content Area Specialists hired in the 2021-22 school year will assist teachers in implementation of targeted ELA, math, and ELD practices; curriculum; and targeted instruction.

LTUSD continues to develop and implement a districtwide Professional Development plan through teacher input to address teacher and student needs.

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

Meeting goals with room for improvement.

Professional learning for staff is coordinated and supported by the STHS administrative staff along with district Educational Services staff including peer mentoring and teacher leadership. South Tahoe High School staff participate in both annual district organized staff development, as well as ongoing training, support, and technical assistance. Professional learning and collaboration are focused on implementing courses and instructional practices to support student learning of Common Core standards in English and Math. Science teachers continue to implement Next Generation Science Standards and refine courses. Staff is focused on practices that engage students in deeper learning through a focus on Project Based Learning, and ELD (English Language Development) curriculum. Support classes have been added to follow the California Road Map for English Learners with an emphasis on creating more collaboration in classrooms, schoolwide literacy, and enabling students to progress in Viking Graduate Profile qualities. New teachers have support through TIP (Teacher Induction Program) coaching in partnership with the El Dorado County Office of Education.

District Content Area Specialists hired in the 2021-22 school year will assist teachers in implementation of targeted ELA, math, and ELD practices; curriculum; and targeted instruction.

LTUSD continues to develop and implement a districtwide Professional Development plan through teacher input to address teacher and student needs.

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

Meeting goals.

During traditional schedules, departments will hold weekly collaborative meetings a minimum of one hour each. For one hour each month the teaching staff will meet for administrator led collaboration. Additionally, departments can request paid or release time for collaboration from the site administration.

Teaching and Learning

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

Meeting goals with room for improvement.

Courses of study in English have completely aligned with CCSS. Math courses have transitioned to CCSS through Integrated Math 1, 2 and 3. Science is implementing Next Generation Science Standards. Social Science teachers are teaching courses of study aligned to the California Framework for History Social Science. Each school year course offerings continue to be reviewed and updated. Essential standards and learning goals still need to be determined across curricular areas. All core classes are UC/CSU approved.

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

Meeting goal.

Through the school's master schedule, South Tahoe High School has fully implemented district adopted courses for all grades in ELA and Math programs. Additional instructional time is provided for students requiring support in core academics through the CCC curriculum for 9th grade students, use of Canvas LMS to provide an organized structure for course content and meetings, tutoring through an ETS Upward Bound grant, online instruction, and ELD for identified English Learners. Additionally, students have multiple options to explore and pursue their future goals through comprehensive Career Technical Education Pathways.

Students can concurrently enroll at Lake Tahoe Community College which provides additional access to coursework.

All instructional minute requirements are met.

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

Meeting goal with room for improvement.

Through collaborative efforts, English and math teachers follow a common sequence of instruction in the state approved and district-adopted ELA curriculum, EL, Math 1, Math 2, Math 3, and support courses at the 9th, 10th and 11th grade levels. Intervention and credit recovery needs are built into the master schedule and/or bell schedule. As such, STHS will be considering an alternative bell schedule

Undergoing review of current class/bell schedule.

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

Meeting goal.

English courses are written in alignment with California state standards and sufficient supporting materials have been purchased for curriculum. Mathematics is using Houghton Mifflin and McDougall Littell texts for upper level instruction, and using Glencoe McGraw Hill texts for the Math 1, Math 2, Math 3 and corresponding support classes. Spanish as a first language EL students have access to textbooks in their native language for core curricular areas. In addition to a two-way immersion program in Spanish, ELD courses, the ELD department chair, and EL instructional aide will continue to provide support for EL students. Support classes are offered in Mathematics to improve student achievement in the content areas. Science is implementing the Next Generation Science Standards in core curriculum and STEAM courses.

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)

Meeting goal.

English courses are written in alignment with California state standards and sufficient supporting materials were purchased for curriculum. Mathematics is using Houghton Mifflin and McDougall Littell texts for upper level instruction, and Glencoe McGraw Hill texts for Math 1, Math 2, Math 3 and corresponding support classes. Some EL students have access to textbooks in their native language for core curricular areas. Additionally, several support classes are offered in Mathematics to improve student achievement. Departments collaborate regularly to align curriculum and build shared knowledge related to program implementation.

Opportunity and Equal Educational Access

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

Not meeting goal.

College and peer tutors are available to students through the National Honor Society, and services through Trio (ETS), a grant that provides support and tutoring for low-income students. Support classes are offered in Math and online courses are available to all students. Alternative credit recovery options are provided for seniors who are credit deficient through credit recovery classes. All students have access to online technology and support through the District's 1:1 Chromebook program. Math, science, and English classes are leveled with appropriate, district adopted materials at each level. Intervention and credit recovery needs are built into the master schedule. For 22/23, STHS added 3 ELD teachers and added many additional sections to offer all EL students the opportunity to receive daily instruction for both terms of the school year.

14. Research-based educational practices to raise student achievement

Not meeting goal. We anticipate meeting this goal by the spring of 2023.

All STHS staff will be identifying working to effectively implement a data-driven process of professional development and seek to implement research-based strategies that best support student learning. Collaboration around instructional planning, targeted professional development, and determination of essential learning will be included in this work. Teachers monitor student progress and make adjustments through formative assessment strategies and engagement via Canvas LMS.

Parental Involvement

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

Meeting goal.

Family, school, district and community resources are available to assist students. Tutoring support is available through the ETS and Upward Bound programs, National Honor Society, and Lake Tahoe Community College. Teachers, based on availability, meet with students before and after school via office hours and appointment to provide additional support. Counseling support is available within the school as well as the community through Tahoe Youth and Family Services, El Dorado County Mental Health, Live Violence Free, and other organizations. The District has a full-time staff member to support Homeless and Foster Youth, K-12. We have dedicated a counselor for our Alternative Education students. The Independent Learning Academy and our Online services provide students and families with an alternative to traditional scheduled schooling. Many community members serve as mentors and panelists for Senior Project. School and community groups provide financial support for underprivileged students' personal and school needs. STHS has a full-time school psychologist and full-time nurse on campus. Additionally, STHS added a wellness center during the spring of 2022. The center has employees a full-time therapist with other rotating support providers depending on student need.

While resources are available, efficacy of this availability is not clear. More outreach is needed.

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)

Meeting goal.

The School Site Council, English Learner Advisory Committee (Cafecitos) representatives, and STHS staff are involved in the evaluation of programs. The Vikings Boosters Club and Performing Arts Booster Club are both active in supporting access and equity to athletics and the arts. Viking Vision Community meetings have resulted in a long-term plan focused on student centered learning and student outcomes in the Viking Graduate Profile.

Funding

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

Not meeting goal.

Categorical and general funds are used to provide instructional aides for EL, math intervention, and counseling services. Tutors are provided for ETS, Upward Bound, National Honor Society, and teachers are available after school hours three days a week. This goal is marked unmet due to our recent difficulty to hire instructional aides.

18. Fiscal support (EPC)

Meeting goal.

Title funds (categorical) and LCFF base and supplemental funds are critical to provide support to work towards the goal of closing the achievement gap at STHS. Funds at STHS have been focused on providing services and programs for our unduplicated pupil population. Funds have also been directed to the site level to support teacher professional development, collaboration, and technology needs.

Description of Barriers and Related School Goals

Ongoing barriers to closing the achievement gap are general transitions from middle to high school and overall engagement with learning. The School Site Council has discussed in the past the impact that school culture and attendance can have on this area of need, an area of concern is that the student to teacher ratio can also be a contributing factor noting that while there is an increase in student enrollment, there is a decrease in staffing that creates potential barriers to course offerings. There is consensus that all staff, and in particular counselors, are critical to identifying the needs of students and strategies to address those needs. Other factors contributing to barriers are socioeconomics in the community and parent involvement.

1. The school will continue to improve support structures to help students when they are struggling socially, emotionally, mentally, physically, and academically.
2. The school will continue to focus on programs and events that connect students to the school in a positive way and provide for supportive and meaningful relationships with adults and other students.
3. The school will work to provide meaningful Career Pathways for all South Tahoe High School students; all students will complete at least one CTE course, and all students will develop a 10 -year Plan for life and career.
4. The school will continue to work towards ensuring student to teacher ratios that are both appropriate and supportive of learning environments and increase meaningful adult-student interactions and relationships through an Advisory Period once a week. Scheduling may present a barrier to reducing class size.
5. The school will develop and implement a professional development plan to support the development of a collaborative culture, curriculum implementation, and effective instructional practices.
6. The school is working toward recruiting and retaining staff that more closely reflect the demographics of the student body.
7. Clubs and sports persistently demonstrate disparities in demographics.

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 8		*			0			0				
Grade 11	231	267	272	219	0	246	219	0	246	94.8	0.0	90.4
All Grades	231	268	272	219	0	246	219	0	246	94.8	0.0	90.4

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	2584.		2581.	26.03		19.11	29.68		31.30	18.72		29.27	25.57		20.33
All Grades	N/A	N/A	N/A	26.03		19.11	29.68		31.30	18.72		29.27	25.57		20.33

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	28.77		20.33	42.92		62.60	28.31		17.07
All Grades	28.77		20.33	42.92		62.60	28.31		17.07

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	27.85		23.98	46.12		52.85	26.03		23.17
All Grades	27.85		23.98	46.12		52.85	26.03		23.17

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	21.92		9.76	63.01		78.46	15.07		11.79
All Grades	21.92		9.76	63.01		78.46	15.07		11.79

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.

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	31.96		19.11	44.29		69.51	23.74		11.38
All Grades	31.96		19.11	44.29		69.51	23.74		11.38

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. Half of STHS student (50.41%) met the state standard in 2021-22. With one exception, student performance improved slightly. Significant increases (4-5%) in above standard in areas.
2. Efforts were made to make the test meaningful with more personal incentives. Instructional practices around Claim, Evidence, Reasoning and listening may have contributed to the increase overall.
3. We believe it is important to continue to emphasize the importance of summative assessments and plan to further convey this directly to students.

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 8		*			0			0				
Grade 11	231	267	272	216	0	251	216	0	251	93.5	0.0	92.3
All Grades	231	268	272	216	0	251	216	0	251	93.5	0.0	92.3

* 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	2559.		2533.	8.33		5.58	21.76		13.55	26.39		27.49	43.52		53.39
All Grades	N/A	N/A	N/A	8.33		5.58	21.76		13.55	26.39		27.49	43.52		53.39

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	20.37		9.16	27.78		40.64	51.85		50.20
All Grades	20.37		9.16	27.78		40.64	51.85		50.20

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	14.35		7.17	45.37		64.54	40.28		28.29
All Grades	14.35		7.17	45.37		64.54	40.28		28.29

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	15.28		6.37	55.56		66.53	29.17		27.09
All Grades	15.28		6.37	55.56		66.53	29.17		27.09

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 2020-21 LTUSD administered MAP assessments as a viable option to CAASPP.

Overall there was a 4% improvement in the percentage of students meeting standards. We are concerned that 71% of students have not met standards. There may be an impact due to potentially tracked courses and lack of overall lack of engagement in math applications or summative tests.

2. Efforts were increased to adapt local assessments to be similar to the SBAC tests and STHS is working to decrease possible negative affects of a testing format students are not accustomed to. We recognize that we need to study our instructional program, our student population, and other factors that may contribute to this decline. We would like to identify other data indicators.
3. There continues to be a need to ensure that math curriculum is common core aligned and there is a clear understanding of standards so checks for understanding provide feed back on progress toward all students demonstrating mastery at or above state standards in all areas. As teachers implement new curriculum and new instructional strategies, improvement should continue.

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
9	1559.0	1520.1	1540.4	1555.5	1523.8	1542.4	1562.1	1515.7	1537.9	41	50	64
10	1536.0	1548.2	1544.4	1520.3	1554.8	1547.7	1551.0	1541.2	1540.8	40	53	47
11	1528.5	1556.9	1522.9	1513.6	1566.4	1514.6	1542.9	1546.8	1530.6	28	26	39
12	1509.3	1519.9	1559.1	1507.1	1527.9	1560.9	1511.1	1511.5	1556.8	15	24	16
All Grades										124	153	166

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
9	17.07	2.00	9.38	39.02	46.00	42.19	34.15	38.00	31.25	9.76	14.00	17.19	41	50	64
10	17.50	16.98	14.89	25.00	32.08	51.06	35.00	39.62	21.28	22.50	11.32	12.77	40	53	47
11	10.71	7.69	5.13	35.71	42.31	28.21	28.57	34.62	33.33	25.00	15.38	33.33	28	26	39
12	13.33	8.33	18.75	33.33	12.50	31.25	26.67	45.83	50.00	26.67	33.33	0.00	15	24	16
All Grades	15.32	9.15	10.84	33.06	35.29	40.36	32.26	39.22	30.72	19.35	16.34	18.07	124	153	166

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
9	29.27	26.00	21.88	48.78	46.00	54.69	14.63	18.00	15.63	7.32	10.00	7.81	41	50	64
10	27.50	35.85	31.91	32.50	33.96	46.81	17.50	20.75	12.77	22.50	9.43	8.51	40	53	47
11	17.86	34.62	10.26	32.14	38.46	43.59	25.00	15.38	25.64	25.00	11.54	20.51	28	26	39
12	26.67	25.00	25.00	40.00	33.33	75.00	6.67	25.00	0.00	26.67	16.67	0.00	15	24	16
All Grades	25.81	30.72	22.29	38.71	38.56	51.81	16.94	19.61	15.66	18.55	11.11	10.24	124	153	166

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
9	2.44	4.00	1.56	39.02	12.00	23.44	34.15	50.00	43.75	24.39	34.00	31.25	41	50	64
10	7.50	5.66	2.13	12.50	13.21	23.40	50.00	49.06	53.19	30.00	32.08	21.28	40	53	47
11	3.57	3.85	2.56	17.86	11.54	5.13	42.86	46.15	46.15	35.71	38.46	46.15	28	26	39
12	6.67	4.17	0.00	33.33	4.17	18.75	13.33	29.17	56.25	46.67	62.50	25.00	15	24	16
All Grades	4.84	4.58	1.81	25.00	11.11	18.67	38.71	45.75	48.19	31.45	38.56	31.33	124	153	166

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
9	4.88	0.00	1.56	78.05	74.00	81.25	17.07	26.00	17.19	41	50	64
10	0.00	9.43	2.13	67.50	58.49	76.60	32.50	32.08	21.28	40	53	47
11	3.57	3.85	0.00	50.00	65.38	48.72	46.43	30.77	51.28	28	26	39
12	6.67	0.00	0.00	46.67	58.33	81.25	46.67	41.67	18.75	15	24	16
All Grades	3.23	3.92	1.20	64.52	64.71	72.29	32.26	31.37	26.51	124	153	166

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
9	78.05	78.00	78.13	19.51	12.00	17.19	2.44	10.00	4.69	41	50	64
10	67.50	79.25	85.11	15.00	9.43	6.38	17.50	11.32	8.51	40	53	47
11	60.71	73.08	58.97	17.86	23.08	23.08	21.43	3.85	17.95	28	26	39
12	66.67	66.67	100.00	6.67	16.67	0.00	26.67	16.67	0.00	15	24	16
All Grades	69.35	75.82	77.71	16.13	13.73	13.86	14.52	10.46	8.43	124	153	166

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
9	14.63	6.00	10.94	58.54	42.00	45.31	26.83	52.00	43.75	41	50	64
10	10.00	11.32	6.38	50.00	50.94	51.06	40.00	37.74	42.55	40	53	47
11	3.57	3.85	2.56	53.57	50.00	41.03	42.86	46.15	56.41	28	26	39
12	6.67	4.17	18.75	40.00	25.00	31.25	53.33	70.83	50.00	15	24	16
All Grades	9.68	7.19	8.43	52.42	43.79	44.58	37.90	49.02	46.99	124	153	166

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
9	4.88	2.00	0.00	85.37	78.00	73.44	9.76	20.00	26.56	41	50	64
10	5.00	0.00	2.13	80.00	83.02	78.72	15.00	16.98	19.15	40	53	47
11	3.57	3.85	5.13	85.71	80.77	64.10	10.71	15.38	30.77	28	26	39
12	6.67	8.33	6.25	73.33	62.50	87.50	20.00	29.17	6.25	15	24	16
All Grades	4.84	2.61	2.41	82.26	77.78	74.10	12.90	19.61	23.49	124	153	166

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.

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 & 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

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 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 representation of English Learners in AP/honors classes
- Increase the passing rate for academic courses
- Increase Career Technical Education (CTE) completion rate
- Increase the number of EL students with Seal of Biliteracy
- Have access to rich SEL/Relationship instruction and curriculum
- Be provided with SEL strategies embedded vertically across all grade levels
- Increase SWD (students with disabilities)/EL Graduation rates
- Have access to project-based learning curriculum.

How the School will Evaluate the Progress of this Goal:

Analyze dis-aggregated term grades, attendance; English Learner, ELPAC; graduation rates; course demographics

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to add and implement Next Generation Science Standards including refinement of STEAM classes, professional development, collaboration, and resources	2022-23	Principal Science Department District Leadership	Instructional supplies	4000-4999: Books And Supplies	LCFF - Supplemental	1000
Core ELA teacher	2022-23	Principal District Leadership	Certificated position including salary and benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	97100
Provide printers, ink, toner, and paper as needed to support teaching and learning	2022-23	Principal	Printing supplies and equipment	4000-4999: Books And Supplies	Lottery	7000
			Technical and maintenance supplies	4000-4999: Books And Supplies	LCFF - Supplemental/EIA	4000
Implement School Plan for Student Achievement Continue Single Site Plan implementation with 1 focus goal on student achievement tied to the LCAP goals See Goal #4 for funding	2022-23	Principal District Leadership			Single Focus	
Math Intervention Teacher	2022-23	Math Department	Certificated Teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	75879
Field trips for experiential learning.	2022-23	Principal Science Department	Transportation Costs	5700-5799: Transfers Of Direct Costs	Title I	2472
			Transportation Costs	5000-5999: Services And Other Operating Expenditures	General Fund	3528
			Transportation Costs	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide site-based instructional supplies, instructional software and materials, and classroom materials to support learning	2022-23	Principal Department Chairs	Instructional supplies for classrooms (misc)	4000-4999: Books And Supplies	General Fund	32000
			Printing	4000-4999: Books And Supplies	General Fund	2000
			Software to support instruction	5000-5999: Services And Other Operating Expenditures	General Fund	4261
			Instructional supplies	4000-4999: Books And Supplies	LCFF - Supplemental/EIA	10000
			Instructional supplies to support English Learners. Anticipate Title III carry over funding.	4000-4999: Books And Supplies	Title III	
			Software to support instruction	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental/EIA	5348
			Instructional materials	4000-4999: Books And Supplies	Lottery	872
Instructional Aides	2022-23	Principal	Classified Salaries, EL	2000-2999: Classified Personnel Salaries	Title III	26635
			Classified, low-performing	2000-2999: Classified Personnel Salaries	Title I	11556
			Classified, low-performing	2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	16464
			Classified, extra duty to support immigrant EL students	2000-2999: Classified Personnel Salaries	Title III Immigrant Education Program	1323
Increase access to tutoring after the school day	2022-23	Principal Assistant Principal	Teacher extra duty	1000-1999: Certificated Personnel Salaries	Title I	4000
Support community arts, performances and services to increase student and community connection	2022-23	District Leadership Principal Asst. Principal - Academics EL Department Chair	Teacher extra duty for collaboration time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Teacher extra duty for collaboration	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
			Student supplies and materials (murals)	4000-4999: Books And Supplies	LCFF - Supplemental	1000
ELD program support (Anticipate Title III carry over funding)	2021-22	District Leadership Principal	Supplemental instructional materials	4000-4999: Books And Supplies	Title III	
			ELD Outreach	2000-2999: Classified Personnel Salaries	Title III	
			EL Chair extra duty	1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	1500
			EL Chair extra duty	1000-1999: Certificated Personnel Salaries	Title III	
			Supplemental instructional materials	4000-4999: Books And Supplies	LCFF - Supplemental	4000
			Translation services for immigrant EL students and families	5000-5999: Services And Other Operating Expenditures	Title III Immigrant Education Program	5000
			Immigrant family outreach: Teacher extra duty	1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	2000
			Immigrant family outreach: Counselor extra duty	1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	800
			Supplies and materials	4000-4999: Books And Supplies	Title III Immigrant Education Program	9000
Continue Two-Way-Bilingual-Immersion (TWBI) program and support expansion	2022-23	Principal	EL Coordinator	1000-1999: Certificated Personnel Salaries	District Funded	
Extra Duty for Instructional Aides to provide additional support to immigrant students	2022-23	Principal ELD Teachers	Instructional Aide extra duty	2000-2999: Classified Personnel Salaries	Title III Immigrant Education Program	5000

School Goal #2

SUBJECT: STAFF SUPPORT AND PROFESSIONAL DEVELOPMENT

LEA GOAL:

INTEGRATED STAFF SUPPORT AND PROFESSIONAL DEVELOPMENT

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

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:

Solicit input from Stakeholders is an ongoing process throughout the school year, to include but not limited to staff meetings, Board of Education meetings, Community meetings, student surveys and notes from facilitated conversations, School Site Council Meetings, ELAC/Cafecitos meetings, District English Learner Advisory meetings, and district-wide surveys; 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 representation of English Learners in AP/honors classes
- * Increase EL reclassification rates, decrease LTELs (long-term English Learners), and systematically track and monitor RFEPs (Reclassified Fluent English Proficient)
- * Increase the passing rate for academic courses
- * Increase CTE completion rate
- * Increase the number of EL students with Seal of Biliteracy
- * 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 pull 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:

End of year surveys will show majority of respondents indicating improvements in communication and collaboration with stakeholders; and perceived increase in attendance if it can not be documented, at events open to the community such as athletics, performances, Cafecitos meetings, and school-community events.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development based on teacher and student needs to address: • Curriculum • Instruction • Under performing and at-risk students • Trauma informed practices and relationship building • Social-emotional learning • Mental health • Professional Learning Communities • Equity	2022-23	Principal District Leadership Department Chairs Counselors	Sub time	1000-1999: Certificated Personnel Salaries	Title I	1500
			Teacher extra duty	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	1966
			Teacher extra duty	1000-1999: Certificated Personnel Salaries	Title I	1000
			Materials and supplies	4000-4999: Books And Supplies	LCFF - Supplemental/EIA	1000
			Travel and conference, Virtual training	5000-5999: Services And Other Operating Expenditures	Title I	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Consultant on immigrant EL instructional practices	5800: Professional/Consulting Services And Operating Expenditures	Title III Immigrant Education Program	10000
			Teacher extra duty	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3000
			Sub time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
			Travel and conference, anticipate funding from carry over	5000-5999: Services And Other Operating Expenditures	Title III	
			Travel and conference	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5000
Continue departmental and team collaboration meetings focusing on curriculum development	2022-23	Principal Department Teams Special Education Team	Teacher extra duty	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3477
Provide professional development to integrate and implement Spanish electives into the classroom for grades 9-12	2022-23	Principal Counselor	Teacher extra duty - collaboration time	1000-1999: Certificated Personnel Salaries	General Fund	
Collaboration time for teachers to develop, evaluate and refine courses of study aligned with the content area and industry level standards	2022-23	Principal Core Departments	Teacher salaries during regular contracted day	1000-1999: Certificated Personnel Salaries		
Explore community service as a graduation requirement connecting students to internships, learning experiences, and community leaders in the development of personal goals and civic engagement. Exploration to include cumulative time and activities 9-12.	2022-23	Principal Secondary Director Community Partners	Teacher extra duty			
			Materials and resources	4000-4999: Books And Supplies	Other state grant - CTE	500
			Transportation	5000-5999: Services And Other Operating Expenditures	Other state grant - CTE	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop relational capacity and decrease discipline and behavioral issues through professional development and collaboration on Tools Not Rules	2022-23	Principal Assistant Principal Deans	Consulting	5800: Professional/Consulting Services And Operating Expenditures	Title I	2000
			Teacher extra duty	1000-1999: Certificated Personnel Salaries	Title I	1000
Continue an equity centered guiding coalition team to develop staff capacity and implement equitable practices in improving student performance Addressed in Goal #4	2022-23	Principal Assistant Principal	Teacher extra duty PD, hours	1000-1999: Certificated Personnel Salaries	Single Focus	
			Classified extra duty PD, hours	2000-2999: Classified Personnel Salaries	Single Focus	
			Teacher extra duty	1000-1999: Certificated Personnel Salaries	Single Focus	

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 connection to school through participation in internships, mentorships, and work experience programs, as well as school events, athletics and extracurricular activities
- * 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
- * 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
- * Have an established Parent outreach protocols and program in order to access available school and community services
- * More robust translation and interpretation services
- * Have connections with staff who are responsive with instructional practices for targeted toward poverty and trauma
- * Have common TK-12 vocabulary for academic/behavior expectations and independence
- * Address and Adapt Master Schedule to ensure ELD and SEL needs are met

How the School will Evaluate the Progress of this Goal:

School climate surveys for students, staff, and families, California School Dashboard, California Healthy Kids Survey, parent participation in school meetings and activities, attendance rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue student, staff, and parent surveys	2022-23	District Leadership Principal	Online survey platform	5800: Professional/Consulting Services And Operating Expenditures	General Fund	500
Community Outreach	2022-23	School Administration Family Resource Center School Site Council	Teacher extra duty - hourly pay for community outreach beyond contract hours (teachers) CTE Liaison Classified extra duty - hourly pay for community outreach beyond contract hours (classified)	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Other state grant - CTE	1202
Continue to promote parent participation through the use of Aeries to monitor student academic performance and homework 9-12 Promote parent engagement through Canvas LMS.	2022-23					
Continue to include families for input into the direction of the school	2022-23	Principal School Site Council				
Continue providing social emotional and academic support through Intervention and school counseling Continue contracted wraparound services with Family Resource Center and Live Violence Free	2022-23	District Leadership Principal	Counselor Counselor	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental Title I	134845 27594

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate homeless student and family support through McKinney Vento/Foster Youth program			Counselor	1000-1999: Certificated Personnel Salaries	Title I	30895
			Student Advocate	5000-5999: Services And Other Operating Expenditures	Local Grants	
			McKinney Vento Instructional Assistant	2000-2999: Classified Personnel Salaries	McKinney Vento Grant	
Continue Cafecitos in order to encourage parents of EL students to participate and stay involved in school activities and parent education	2022-23	Principal Family Resource Center Liaison				
Support Leadership classes to build leadership skills in our youth and promote school spirit and connection to school	2022-23	Principal Activities Director	Activities Director Schedule E	1000-1999: Certificated Personnel Salaries	General Fund	
Work with Director of Secondary Education focusing on continuous improvement of student performance and achievement	2022-23	Principal Director of Secondary Education	Director of Secondary Education salary	1000-1999: Certificated Personnel Salaries	District Funded	
Support VTV (Viking TV) as a way to reach students, tell authentic stories, inform students and staff of school activities and foster connectedness to the school. Collaborate with the district IT department to update and maintain technology	2022-23	VTV teacher and students Activities Director IT department Leadership students Leadership Team CTE Coordinator Faculty				
Support extended hours for staff attendance at ELAC meetings	2022-23	District Leadership Principal	Certificated extra duty	1000-1999: Certificated Personnel Salaries	Title I	1800
			Classified extra duty	2000-2999: Classified Personnel Salaries	Title I	537

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide educational software to newcomer students to accelerate learning of English	2022-23	Principal EL coordinator/specialist	Software licenses	5000-5999: Services And Other Operating Expenditures	Title III Immigrant Education Program	5000
Classified staff to assist incoming families to support transition and navigation to U.S. schooling	2022-23	Principal Counselor	Classified staff extra duty	2000-2999: Classified Personnel Salaries	Title III Immigrant Education Program	3000
Increase student engagement and expand student enrollment in CTE courses	2022-23	Principal District Leadership	CTE Specialists salaries	2000-2999: Classified Personnel Salaries	District Funded	

School Goal #4

SUBJECT: School Theme - Build a culture of belonging and community connectedness.
LEA GOAL:
Support a culture of collaboration & connectedness for all students and staff.
SCHOOL GOAL #4:
Support a culture of belonging and school connectedness. Students report a sense of belonging and positive relationships and connections with peers, adults and the community partners in the greater Lake Tahoe region.
Data Used to Form this Goal:
Attendance records, discipline records, correspondence with students, parents, teachers, and community stakeholders. Surveys and participation in community partnerships.
Findings from the Analysis of this Data:
Suspensions are dis-proportionally higher among low income White students When surveyed, a large group of students report a sense of belonging, however a significant percent report a lack of belonging. This is an area of growth.
How the School will Evaluate the Progress of this Goal:
Parent, Teacher, and Student surveys; attendance data; and student behavior data. Surveys and participation data. Students build connections between school and the Lake Tahoe community through participation in school leadership, CTE, clubs, arts, athletics, internships, jobs, LTCC dual enrollment, community projects, field trips, events etc.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Support Services - Counselors	2022-23	Principal District Leadership	High school counselor salary and benefits (Accounted for in previous goals)			
Culturally relevant activities	2022-23	Principal Planning and Communication Team	Culture Day supplies and materials Teacher extra duty	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries		
Professional development to better support student achievement and performance	2022-23	Principal Department Chairs Guiding Coalition	Department chair travel to High Reliability School conference	5000-5999: Services And Other Operating Expenditures	Single Focus	18000
			Teacher extra duty: High Reliability Schools	1000-1999: Certificated Personnel Salaries	Single Focus	36000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Marzano speaker/presenter	5800: Professional/Consulting Services And Operating Expenditures	Single Focus	30000
			Teacher extra duty: Guiding Coalition weekly collaboration	1000-1999: Certificated Personnel Salaries	Single Focus	15000

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	General Fund	34,000.00
5000-5999: Services And Other Operating	General Fund	7,789.00
5800: Professional/Consulting Services And	General Fund	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	316,301.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	8,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	2,966.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	16,464.00
4000-4999: Books And Supplies	LCFF - Supplemental/EIA	15,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental/EIA	5,348.00
4000-4999: Books And Supplies	Lottery	7,872.00
4000-4999: Books And Supplies	Other state grant - CTE	500.00
5000-5999: Services And Other Operating	Other state grant - CTE	500.00
1000-1999: Certificated Personnel Salaries	Single Focus	51,000.00
5000-5999: Services And Other Operating	Single Focus	18,000.00
5800: Professional/Consulting Services And	Single Focus	30,000.00
	Title I	27,594.00
1000-1999: Certificated Personnel Salaries	Title I	41,397.00
2000-2999: Classified Personnel Salaries	Title I	12,093.00
5000-5999: Services And Other Operating	Title I	3,000.00
5700-5799: Transfers Of Direct Costs	Title I	2,472.00
5800: Professional/Consulting Services And	Title I	2,000.00
2000-2999: Classified Personnel Salaries	Title III	26,635.00
1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	4,300.00
2000-2999: Classified Personnel Salaries	Title III Immigrant Education Program	9,323.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	9,000.00
5000-5999: Services And Other Operating	Title III Immigrant Education Program	10,000.00
5800: Professional/Consulting Services And	Title III Immigrant Education Program	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
General Fund	42,289.00
LCFF - Supplemental	330,301.00
LCFF - Supplemental/EIA	39,778.00
Lottery	7,872.00
Other state grant - CTE	1,000.00
Single Focus	99,000.00
Title I	88,556.00
Title III	26,635.00
Title III Immigrant Education Program	42,623.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	27,594.00
1000-1999: Certificated Personnel Salaries	415,964.00
2000-2999: Classified Personnel Salaries	64,515.00
4000-4999: Books And Supplies	72,372.00
5000-5999: Services And Other Operating Expenditures	52,637.00
5700-5799: Transfers Of Direct Costs	2,472.00
5800: Professional/Consulting Services And Operating	42,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	338,738.00
Goal 2	34,943.00
Goal 3	205,373.00
Goal 4	99,000.00

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

STHS 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 9-12), Illuminate, Aeries, Canvas and online intervention software.
- Engage students in the STHS Viking Vision and Graduate Profile.

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 9-12).
- Monitor my academic progress and performance.
- Work towards achieving the STHS Viking Vision and Graduate Profile.

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 9-12).
- Monitor my child's academic progress and performance.
- Be aware of the STHS Viking Vision and Graduate Profile.

Principal

Student

Date

Parent

Updated on Oct. 8, 2022

(PLEASE PRINT) Student's First Name:

Student's Last Name

Distrito Escolar Unificado de Lake Tahoe

Contrato entre la escuela-familia

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

Acuerdo del personal

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

- Enseñar clases mediante lecciones innovadoras, interesantes, diferenciadas, y desafiantes que promueven el rendimiento estudiantil hacia las normas distritales y estatales.
- Motivar a nuestros alumnos para aprender.
- Tener altas expectativas y ayudar a cada alumno a desarrollar un amor al aprendizaje.
- Proporcionar un entorno docente seguro, acogedor, y comprensivo.
- Proporcionar trabajos significativos para reafirmar, alentar, y extender el aprendizaje.
- Enseñar 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 (Cursos 9-12), Illuminate, Aeries Canvas, y programa en línea de intervención.
- Conectar a los estudiantes con la Visión Vikinga de STHS y el Perfil del Graduado.

Acuerdo estudiantil

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

- Asistir a clase el 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.
- Limitar el uso del televisor / ordenador, el uso de dispositivos y de videojuegos para fines de entretenimiento, y en su lugar estudiar o leer todos los días después de las clases.
- Respetar a los compañeros escolares, el personal, y las familias.
- Ser responsable como para efectivamente utilizar y mantener mi computadora Chromebook (Cursos 9-12).
- Supervisar mi progreso y rendimiento académico.
- Trabajar hacia lograr los objetivos de la Visión Vikinga y el Perfil del Graduado.

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 supervisar el uso de entretenimiento electrónico.
- Leer a mi hijo/a o alentar en mi hijo/a el deseo de 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 9-12).
- Supervisar el progreso y rendimiento académico de mi hijo/a.
- Estar consciente de la Visión Vikinga y el Perfil del Graduado.

Director/a

Alumno

Fecha

Padre

(FAVOR DE ESCRIBIR) Primer nombre del alumnos

Apellido del alumno

Actualizado el 8 de octubre de 2022

Parent Involvement Policy

**South Tahoe High School
Lake Tahoe Unified School District
2022-2023 School Year**

SCHOOLWIDE PARENT INVOLVEMENT POLICY

- In the fall and spring of each year, Back to School night will be held to share with parents the school's programs to meet the needs of all students.
 - 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.
- South Tahoe High School is committed to:
- Advocating for students, teachers, staff and parents
 - Valuing cultural traditions, beliefs and diversity, as well as gender identity and a **sense of belonging** at STHS
 - Providing information and guidance about programs that are available and can benefit from transitional support from middle school to high school up through graduation. Students (and their families) in programs and pathways such as Two-Way Immersion, Career Technical Education, Special Education, A-G college-bound, English Learners, etc. will receive program and pathway guidance, encouragement, and support through guiding documents. School counselors will meet with all individual students each year.
 - Including families in an interactive process when student course schedules are created and providing feedback into the development of the master schedule.
 - Communicating through a school-wide communication system (Parent Square) or parent newsletter is mailed or emailed home informing parents/community of all meetings of interest. For special meetings, targeted language groups receive notices in their language. Every attempt will be made to contact parents in their primary language.
 - Responding to suggestions will be reviewed in a timely fashion, and if possible, by the next scheduled meeting. Topics that are appropriate for School Site Council review/action will be placed on the agenda for the next regularly scheduled meeting.
 - Notifying parents annually of individual student assessment results (CAASPP) and are provided with guidance on interpreting the results. An explanation of the information will be available in Spanish.
 - Translating 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 SEPTEMBER 9, 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
Lynn Norling		X			
Nicholas Salcedo		X			
Candi Lincoln		X			
David Nowitzky		X			
Justin Zunino	X				
Kathy Haven				X	
Cary Brown				X	
Denise Lehman				X	
Dorian Guzman					X
Itzel Diaz					X
Hailey Rossi					X
Numbers of members of each category:	1	4	0	3	3

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

X 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 December 1, 2021.

Attested:

Justin Zunino

Typed Name of School Principal

Signature of School Principal

Date

Kathy Haven

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date