

Truckee High School
Accountability Plan
(SPSA, Safety Plan, and School Budget)

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

CDS Code:	31 66944 3138500
Principal Name:	Logan Mallonee
District Name:	Tahoe Truckee Unified School District
SPSA Revision Date:	March 24, 2021
SSC Approval Date:	April 8, 2021
Local Board Approval Date:	

Review of Performance
<p>Celebrations:</p> <ul style="list-style-type: none"> • Completion of East Wing construction in April 2020 • Increased focus on at-risk focus students • Increased CTE pathway and elective offerings
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Provide specific strategies for teaching our Socio Economic Disadvantaged and Reclassified Fluent English Proficient populations • Continue to raise the number of students reading at grade level • Provide more explicit opportunities for students social emotional well-being

Demographic Data:

Enrollment	Total	White	Ever EL <i>(EL and RFEP combined)</i>	RFEP <i>(Redesignated Fluent English Proficient)</i>	% Hispanic RFEP	SED <i>(SocioEconomically Disadvantaged)</i>	Hispanic	SWD <i>(Students with Disabilities)</i>
2017-2018	708	545	210	174	71%	259	239	85
2018-2019	747	461	214	176	77%	240	244	93
2019-2020	784	327	217	190	75%	270	254	88

<p>Conclusions based on this data:</p> <ul style="list-style-type: none"> • Our SED population continues to increase and will be one of our main subgroups to focus our work this school year. While our reclassification rates continue to increase, we will focus academic support once they are redesignated. Our special education department works to support students to achieve in the least restrictive environment.

District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

2019-2020 Site Goal 1: We currently have 60% of our population at or above grade level and we will have 65% by the 2019-2020 End of Year (EOY) STAR results. We want to set a more attainable goal around the STAR data this year because we are continuing to see steady growth.

2019 - 2020 Results: 57% of THS are reading at grade level based on the	Was the goal met? No.
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2019-2020 mid year STAR reading assessment.	
<p>2019-2020 Planned Activities/Strategies:</p> <ul style="list-style-type: none"> ● Individual student conferences ● Incremental Adoption of Springboard Curriculum ● Real time feedback in all English classes by using technology platforms such as Screencastify, Kazina, and ZINC which is part of our new Springboard Curriculum. ● One pager of predominant strategies to focus on in all content areas for all teachers ● Continued support for professional development for all teachers ● Setting and reflecting on professional goals including academic discourse in all content areas ● Use of instructional coach ● Implementation of 18 week College Career Readiness courses in nine and tenth grades and eleventh grade. ● AP changes to sign up for the assessment earlier 	<p>2019-2020 Actual Activities/Strategies:</p> <ul style="list-style-type: none"> ● Read one book quarterly for pleasure in Student Success and pass a book talk or AR test. ● Did not use Springboard to fidelity; rather used as supplemental with previous curriculum. ● Revised process for novel choices in each grade level. ● Used one pager of predominant strategies with all staff. ● Professional development included strategies to support SED population and literacy for all students. ● Set and reflected on professional goals in four categories site wide. ● Implemented CCR 9-10, 11, and support for 12 in Student Success. ● Increased numbers of AP enrollment in AP Language.
<p>Analysis of Effectiveness: <i>What worked? Why?</i></p> <p>In a typical school year, THS uses end of the year STAR reading universal screening to set our site literacy goal. The attached cohort graph we used the mid year STAR reading assessment since we did not test at the end of the 2019-2020 school year due to prioritizing distance learning, though mid year results show a slight decrease for the whole school reading at grade level with 57% of our population at or above grade level reading. We continued to ask students to read for pleasure for the third quarter, but did not require additional reading or student success for the fourth quarter of the school year.</p> <p>The class of 2022 and 2020 increased the number of students reading at grade level from end of the year 2019 to mid year 2019. THS continues to raise these students reading at grade level each consecutive year through a consistent yet responsive approach to intervention. The class of 2020 for example increased each year from grade 9 through 12; from 45% to 62% reading at grade level. While we saw a decline for the class of 2021 from end of the year 2019 to mid year 2019 (59% to 56%) we have already seen an increase this fall to 60% of the class of 2021 reading at grade level. We are continuing to focus on literacy strategies that are consistent site wide which supports the growth we are seeing. These strategies include our predominant strategies of claim, evidence, reasoning, close reading, annotations, and peer to peer academic discourse.</p>	

We have removed the Student Success period for the 2020-2021 school year to maximize simplicity with the modified bell schedules in distance learning and hybrid. We will take this year to review the tier 2 intervention program, Power Reading, and revise the Student Success model based on student needs.

We have twenty staff members who are focused on academic discourse as their professional goal. This involvement has doubled since last year.

THS focused professional growth work on three of the Marzano Design Elements: Providing Clear Learning Goals, Building Relationships, and Maintaining High Expectations. Overall, THS teachers had a .73 growth on our professional goals. Feedback opportunities still exist in peer observations and administration walkthroughs.

Our number of students in the SED population has continued to increase the last three years. Similar to years past, when EL and RFEP populations became a focus of THS staff, we studied the data, planned strategies to increase achievement, and we saw increases in scores. So based on our previous data-informed work with other subgroups, we look forward to knowing that we now have the data to expand our focus to our SED population at THS. We will begin to look at the causes of growth and begin to cultivate change ideas. We are continuing this work in the fall of 2020 using our watchlists.

We continue to offer Professional development for all teachers. The PD must focus on meeting a professional goal and courses the teacher currently teaches. We are starting to approve more professional development online options this year as many were no longer offered due to the closure.

Opportunities

THS offered student success for Terms 1-3 in 2019-2020. There was a focus on our RFEP students and students not reading at grade level. During distance learning, TTUSD high schools decided to remove Student Success intervention period and return the time to the general education classes. Student Success, and offering a tier 2 intervention program to increase the love of reading and increasing the number of students reading at grade level is still an opportunity for THS. An opportunity exists to focus on our SED population; currently, 25% of our SED identified students are reading at grade level. When we tested in the fall of 20-21, 36% of our SED population was reading at grade level. 29% of our redesignated students were reading at or above grade level on the STAR reading mid year 2019-2020. 33% are reading at or above on STAR based on the 2020-2021 beginning of year data. While we reclassified five ELs, the STAR reading scores continue to hinder our ELs to reclassify at the high school level.

Pre-AP English is an opportunity at THS. We piloted Pre-AP English nine curriculum (same publishing company as Springboard/CollegeBoard). The English Department looked at a few factors: 1) Do we still need English Honors courses for ninth, 10 grade students? or will Pre-AP suffice? We decided to continue to offer an honors course that also incorporates the Pre-AP curriculum. Our Pre-AP English 9 pilot teacher left THS and we now

have three new Pre-AP English 9 teachers who will continue to analyze the curriculum. 2) Do we want to purchase the PreAP Curriculum, in addition to the Springboard curriculum already adopted? Yes, we decided to continue to offer the Pre-AP curriculum into our English 9 courses because our numbers of students in honors and AP courses have increased since offering the Pre-AP curriculum. 3) Do the SAT and AP scores of these students increase in the next few years due to the pilot program? Students who took Pre-AP in 2019, will opt not to take the SAT/ACT as many post secondary schools have become test optional for students entering in both Fall of 2020 and 2021. 4) Is it beneficial for students in ninth, 10, grade to take the PSAT? In 2019-2020 ninth grade students took the PSAT as well as the 10 and 11 graders. 11 graders used the data to compare their 10 grade scores. We have no other comparable data since we have not given the PSAT in the 2020-2021 school year. 5) Is there alignment in having English and Science teach Pre-AP to our ninth grade population? Teachers of the pilot did not collaborate after the initial training; however, our new teachers are meeting the benchmarks set each quarter. 6) If rigor is increased in the ninth grade level, from the guaranteed viable PreAP curriculum, will students be more successful and more prepared for additional rigorous classes in upper classes, and will this raise diversity in these courses? While our diversity in AP courses remain similar in the last three years, we have seen an increase in Honors and AP enrollment in English courses.

After a three year pilot the English Department decided on the Springboard instructional materials. In 2019-2020 teachers are using release days for training. Teachers are able to use as much of this curriculum as they would like. Using the curriculum consistently remains an opportunity including the online platform. With the increased use of Google Classroom at the end of the 2019-2020 school year, the Springboard platform was used less than when the year began. We will continue to offer training in Pre-AP, Springboard, AP and ERWC English curriculum.

Foundations course, as a tier three intervention, continues to be an opportunity at THS. We are trying to incorporate more options into the curriculum to hopefully see more success. We are still going to incorporate Fountus and Pinnell lessons, leadership skills, speaking and listening skills, debating skills, silent reading, reading circles and writing exercises. The Foundations course continues to target specific students. If a student already has a learning center or ELD, we do not enroll that student in Foundations since they should be receiving a tier three intervention program in those courses as well. Instead, we focus on the RFEP population to try and increase the reading levels from students who do not gain additional support from THS. In working with ACMS and STAR reading scores in June, a list of students is easily identified for the following school year. We also enroll our newcomers in this course and support them with materials in their first language. Our ELD teacher is now teaching the course in the 2020-2021 school year.

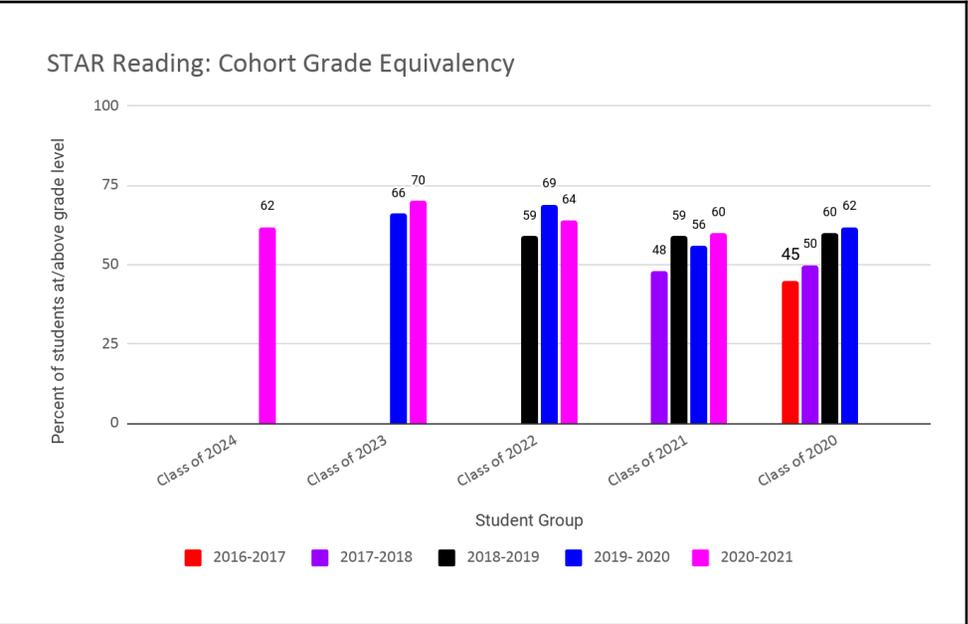
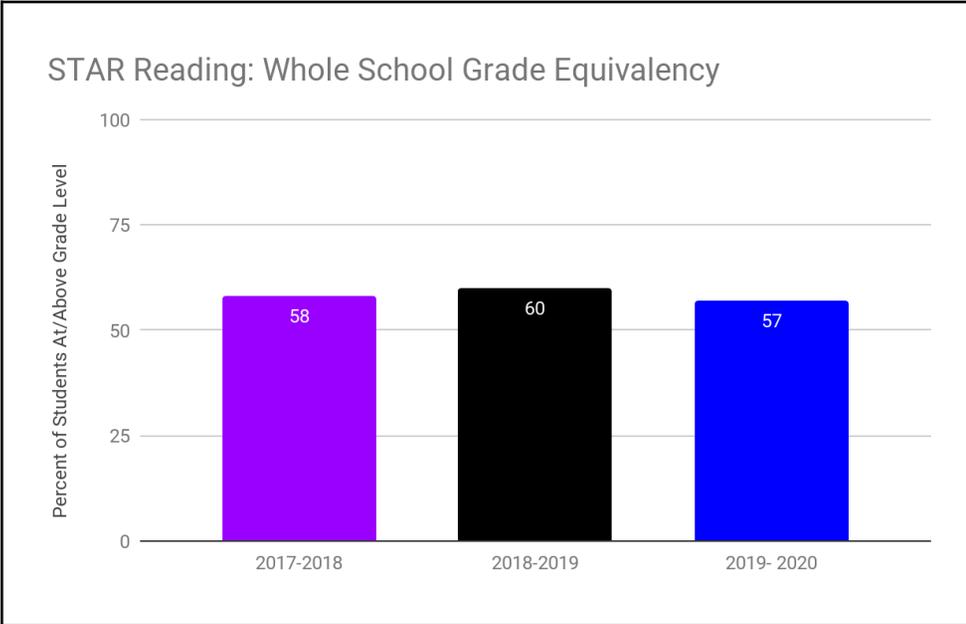
2020-2021 Site Goal 1:

We currently have 65% of our population at or above grade level (based on the 2020-2021 BOY) and we will have 70% by the 2020-2021 End of Year (EOY) STAR results.

2020-2021 Planned Adjustments/Additions of Activities/Strategies:

To meet this goal the focus this year will be assessing the individual needs of students in a variety of ways. Strategies include:

- Planned RFEP strategies for focus groups
- Pre dominant strategies across all content areas and increase PD for all teachers
- Send teachers to specific PD focusing on professional goals
- Use of proficiency scales in all content areas
- Bring back SS to the school schedule
- Promote reading for pleasure
- Discuss STAR results in parent meetings
- Reviewing lesson planning for on grade level tasks and standards



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2019 - 2020 Site Goal 1A:
50% of ELs will be reclassified based on academic indicators such as STAR, ELPAC, and CAASPP.

2019 - 2020 Results:	Was the goal met?
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5 of 36 (14%) English Learners were reclassified.	No.
<p>2019-2020 Planned Adjustments/Additions of Activities/Strategies:</p> <ul style="list-style-type: none"> ● Empathy Interviews ● Newcomer program at THS ● RFEP SS class ● co-teaching foundations 	<p>2019-2020 Actual Activities/Strategies to meet goal:</p> <ul style="list-style-type: none"> ● The newcomer class was created that allowed for more targeted language instruction. ● RFEP SS class held its second year and we saw students develop caring connections with the ELD teacher and EL Aide, and had the opportunity to support academics every Wednesday. ● Foundations was co-taught and we saw growth in the RFEP reading levels, as well as academic skills such as developing arguments.
<p>Analysis of Effectiveness: <i>What worked? Why?</i></p> <p>Due to the transition to distance learning in March, ELPAC and CAASP were not administered which impacted our ability to redesignate students.</p> <p>During distance learning, the ELD teacher and EL aide focused on supporting ELs access and mastering their coursework in their content area classes. This effort helped our students navigate the transition to a more independent learning style, while still getting support to understand content. During the updated distance learning in the Fall of 2020, the ELD teacher and EL aide regularly met with students during office hours and other times to support students in accessing content in their other classes.</p> <p>The higher level of English proficiency students read for at least 20 minutes everyday in English Language Development (ELD) class. Many students completed books independently as well as the class novels. The students were able to read choice novels for part of the year, and there was a higher level of engagement among the students in the reading as a result. During the second part of the ELD class, the students engaged with rigorous text and applied the readings to complex tasks and academic discourse.</p> <p>Academic discourse continued to be a focus of ELD instruction. the year. The conversations in class moved from simple reflection and response to prompts, to evaluative and consensus building discussion. This requires a higher level of thinking as well as negotiation skills that the students were able to develop.</p> <p>Our Student Success literacy intervention courses have helped many Redesignated Fluent English Proficient (RFEP) students receive support in their literacy development.</p> <p>The EL Coordinator continued to meet with the school psychologist and Special Education (SPED) department to review all LTELs that were also</p>	

placed in SPED to ensure if these students truly had a language learning need or if the placement was more due to their IEP designations.

The RFEP student success class was successful in helping students get additional support for classes. Each Wednesday, the ELD teacher and bilingual aide provided tutoring, grade checks, and class support for these students. Many students were able to take advantage of the time to get help, as well as many students came in during lunch time or after school for additional help. Not only were the students able to receive the help, but we saw an increase in them advocating for themselves for help, and doing well in their classes as a result.

The EL Coordinator met with seven students to set goals around their Individual Learner Plans. She had follow up meetings with one of the students, and saw growth in the goals for that student. The prioritization of distance learning in the spring interrupted the process of follow up meetings for the other students. She is continuing the ILP process with counselors during spring of 2021.

The English Learner Advisory Committee met two times before the transition to distance learning. The meetings were successful in providing relevant conversations, information, input, and feedback for parents on Truckee High School.

Foundations is our tier three program for students reading four plus grade levels below, not passing English, and needing additional support. The course is co-taught by our ELD coordinator and English nine teacher.

Opportunities:

We want to focus on growth year-to-year for our ELs on the ELPAC and STAR reading in order to see students developing in their language proficiency in every domain.

We want to focus on reclassifying students in order to give the students the opportunity for more course options instead of taking a course section of ELD. Additionally, we are always looking for more parent involvement from our English Learner community.

We want to continue to have ELs feel a part of the school community. We will work hard to strengthen our relationships with ELs to help them establish caring connections on campus, as well as look for ways to support our newcomers. We are working on a way to onboard newcomers when they come to THS.

We have identified our RFEP students as a subgroup to focus on supporting. They are a large percentage of our watchlist students, and the staff will have opportunities to discuss strategies to support this group of students.

2020-2021 Site Goal 1A:

Of the cohort of 23 English Learner students who were tested on the ELPAC in 2019, 18 students (78%) will improve on their 2021 ELPAC scores,

oral, written, or overall, or qualify for reclassification.

Of the cohort of 12 Long Term English Learner students who were tested on the ELPAC in 2019, 10 students (83%) will improve on their 2021 ELPAC scores, oral, written, or overall or qualify for reclassification.

2020-2021 Planned Adjustments/Additions of Activities/Strategies:

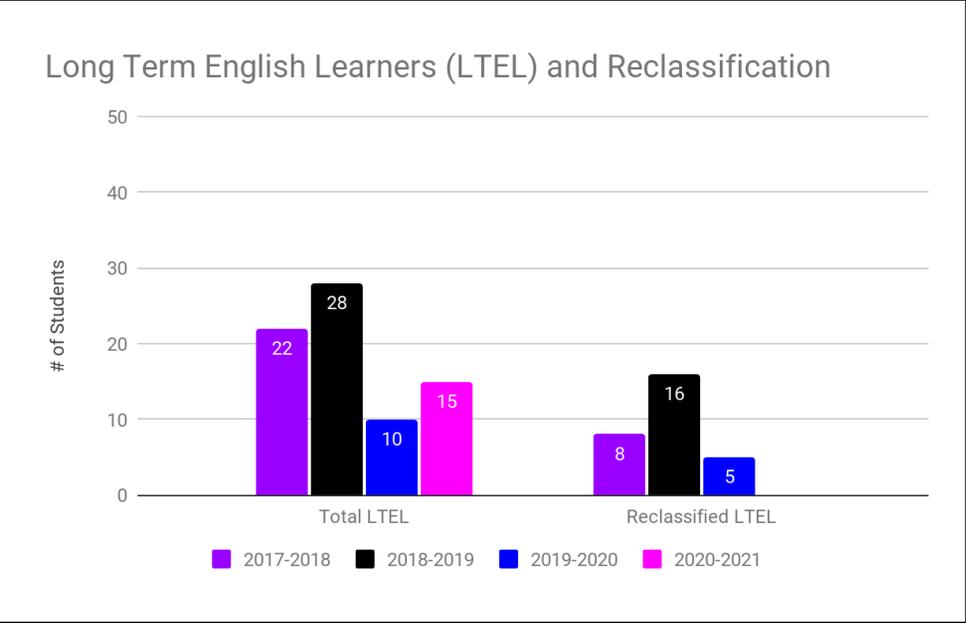
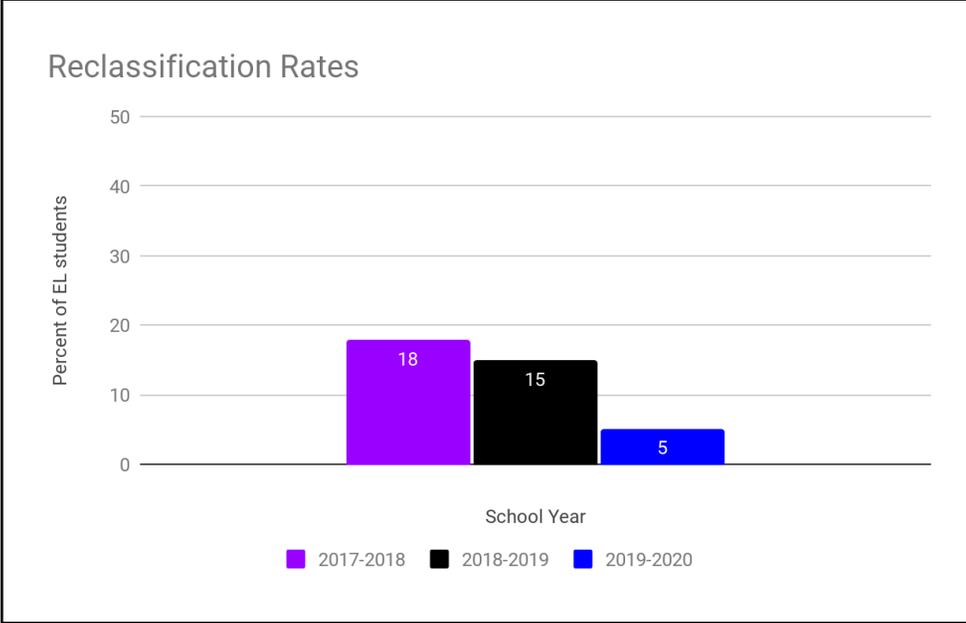
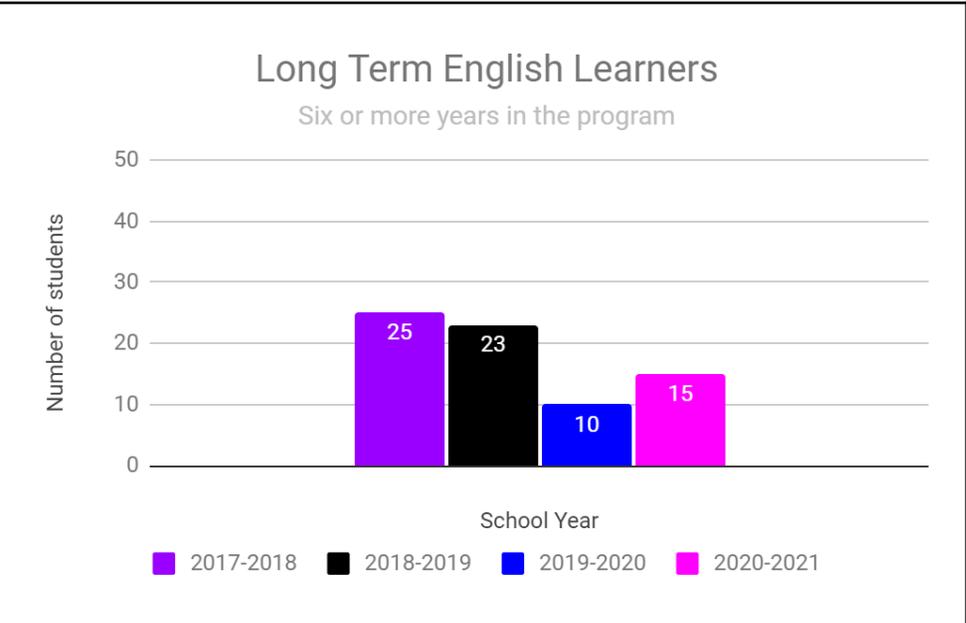
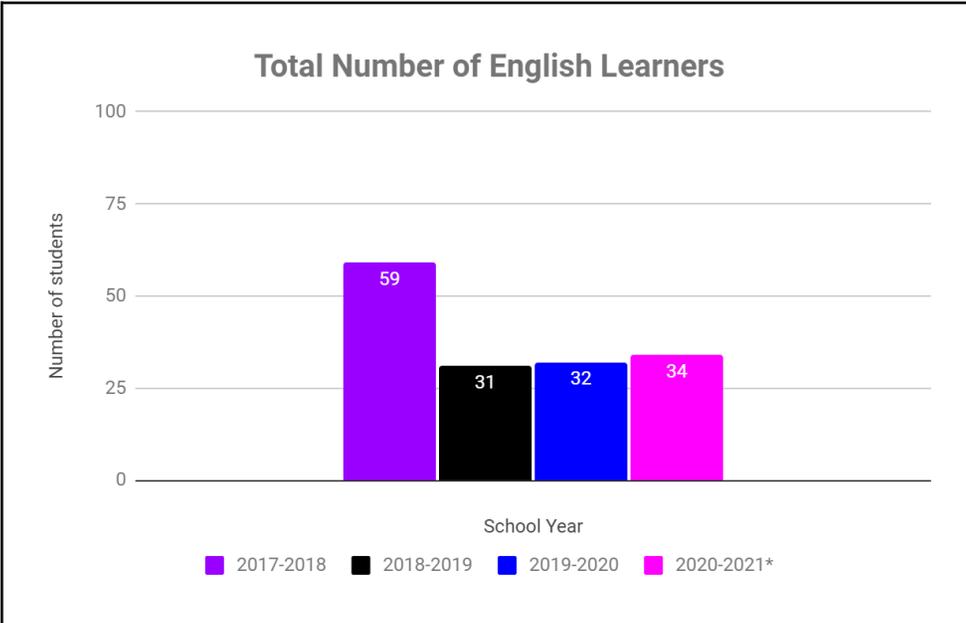
We adjusted our goal to encompass a focus on all of our ELs, not just our students bridging out of the program. This will help us analyze the growth students experience from newcomer to LTEL.

The ELD teacher is starting collaboration with Stanford and three other school districts across the state of California to develop model ELD curriculum. The curriculum will be based on the Stanford Designated ELD Fundamentals. This will be the beginning of a 2-3 year collaboration. Through this collaboration, the ELD teacher is hoping to refine the designated ELD curriculum to make it better fit the learning needs of our ELs.

The THS EL Coordinator will be meeting with the district literacy team to work on supporting ELs who also need literacy intervention. This collaboration will help guide literacy support for our LTELs.

The ELD teacher and bilingual aide have been utilizing office hours to support students in all of their classes and have been reaching out to parents consistently to foster the team approach to student success in school.

THS has been conducting grade analysis and looking at sub groups within the data. PLCs have made plans on how to support the various sub groups on our watch list, including our Ever EL student group. RFEP students are a hyper-focused sub group that the site is working around. Teachers are taking their rosters and identifying student by student who might need additional support. The admin team has also taken on students to check in with one-on-one and offer support. Professional development is being offered that focuses on strategies to support our RFEP students in all of their classes.



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2019 - 2020 Site Goal 2: Math
 THS will give the STAR math assessment to all students and will have a 10% growth in “meet or exceed CAASPP benchmark by grade level.” Tests will be administered twice a year to include all students. We will administer the test in December for the fall semester and again in May for the spring semester. We would also like to analyze data for *each course* rather than just grade level in the future once we have several data points.

<p>2019 - 2020 Results: We did not give it twice in the 2019-2020 school year. 75% of students met/exceeded STAR math in the Fall 2020 assessment window.</p>	<p>Was the goal met? No and yes.</p>
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<p>Strategies to be implemented 2019-2020:</p> <ul style="list-style-type: none"> ● Administer STAR math twice this year ● Accurately place students into the math pathways at THS ● Continue work with math habits of mind in all math classes ● New AP protocols to sign up for courses ● Math department setting professional goals in building relationships, high expectations, or learning goals ● Reevaluate what impact not offering an Integrated Math IA will have in the Spring 	<p>2019-2020 Actual Activities/Strategies:</p> <ul style="list-style-type: none"> ● Administered the STAR math once in fall and zero times in spring. ● Used teacher recs and individualized conversation to place incoming 9 graders in accurate entry level math courses ● Offered two sections of Math 1A and one section of Intro to Integrated Math ● Co-taught Intro to Integrated.
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Analysis of Effectiveness:
What worked? Why?
 We intended to give the STAR math twice each semester (testing each student in math twice) though we did not meet this goal. We placed students more accurately in math courses this school year evidenced by our increase of students passing higher level math courses. All but 48 students passed their math classes at the end of the school year. The math department did change their grading policy to points rather than % of homework and assessments to support students learning virtually.

The math department continued to use the math habits of mind focusing on justification and using academic discourse to discuss math. The students were able to comment on which math habit the teacher was using. During spring 2020, because of the reduced time in class, the math department

focused on the core curriculum.

Students can only choose one AP Calc exam to take in a year. Most THS students take AP Calc AB courses in the fall and AP Calc BC in the spring of the same school year so students have to decide which test to take in the fall. All but one of our students chose to take AP Calc AB. 26 students took the AP Calc AB exam. The exams this year were modified and the platform was inconsistent. The 2020-2021 AP Calc exams will be paper only due to the issues last year.

Math teachers reflected on their professional goals in building relationships, academic discourse, and high expectations for their students. Qualitative evidence and data supports the use of academic discourse in our math classes to support critical thinking.

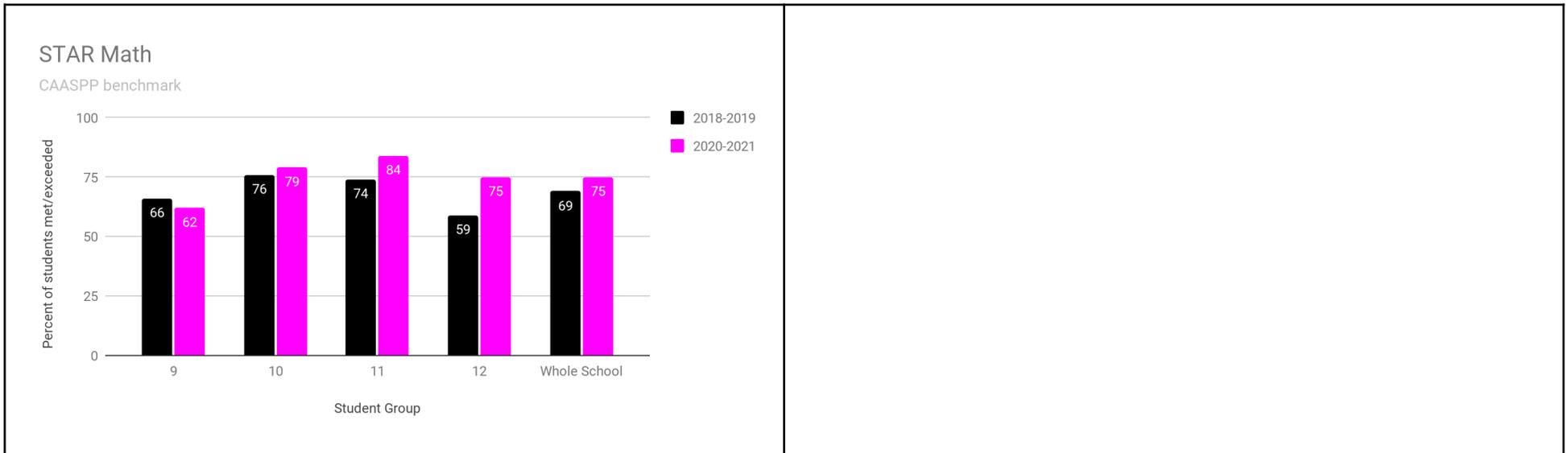
Opportunities

We chose the STAR math assessment as our quantitative math metric. We committed to giving the STAR math test in each semester two times. We gave the assessment in 2018-2019 as a baseline. We gave it in the fall of 2019, but only the freshman class took it in that window. We did not give it in the spring of 2020 as originally planned. We did give it in the fall of 2020, which is included in the STAR math graph below. While the graph is not constructed to show cohort data, the 12 grade class in fall of 2020 was our sophomore class in 2018-2019 and our current juniors were freshmen in the 2018-2019 data. Our juniors increased from 66% to 84% while our seniors decreased from 76% to 59%. We met our school site goal of 75% meeting/exceeding, though we are comparing different students. When we compare specific students, fall to fall, we can see growth in overall math concepts. By identifying the students without basic level math understanding, we can offer refreshers of the foundations to these students before the next lesson. An opportunity we will work on is using this data to offer tier 1 interventions during class time to support students not meeting the STAR Math grade equivalency.

2020-2021 Site Goal 2: When students are enrolled in a math course at THS, the student will take the STAR math at the beginning and end of the course. 80% of all students will show growth from BOC to EOC.

2020-2021 Planned Adjustments/Additions of Activities/Strategies:

- District scheduled assessment window for STAR Math completion
- Give STAR math during SS (2021-2022)
- PLC around the results from BOY to EOY
- Increase AP exam scores
- Increase academic conversations around math



District LCAP Goal 3: TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8) HRS Level 1	
2019 - 2020 Site Goal 3: School Climate, Safe and Collaborative Culture	
<ul style="list-style-type: none"> We will raise the percent of all students who have a caring relationship with an adult at school to 90% in all grade levels through our Caring Connection Activity for 2019-2020. 	
2019 - 2020 Results: 78% of all students have a caring connection on campus.	Was the goal met? No
2019-2020 Planned Adjustments/Additions of Activities/Strategies: <ul style="list-style-type: none"> Touchpoint Activity <ul style="list-style-type: none"> Modified questions based no feedback ALICE 	2019-2020 Actual Activities/Strategies: <ul style="list-style-type: none"> Fourteen employees have been trained thus far in Restorative Practices (8 more over the last year). We have not met the goal of all staff members being trained in 3 years but we have teachers utilizing

- desktop drills
- Placer County Drug Dogs Visit
- All staff members in Restorative Practices training within three years.
 - 6 employees have been trained thus far.
- School Culture Summit attended by 3 staff members with the goal to train a staff member each year in each department
- Link Crew allows for a shared experience and mimics a peer leader style group where a small group of freshmen are paired with one or two upperclassmen. Link Crew has continued to grow with Link Crew members mentoring a cohort of freshmen.
- Based on teacher feedback updated Discipline Matrix for clarity.
- The Principal and Assistant Principal utilized a classroom walkthrough form modeled after the HRS levels and focus areas.
- Utilize weekly attendance report to inform and assign punitive and restorative consequences

- RP in their classrooms whether they have been trained or not. This is done through in house training.
- School Culture Summit attended by six staff members (3 more over the last year)
 - Based on student and teacher feedback, less enrichment choices and more focus on literacy for all during SS. Two pullout days for all students (not in lit SS) if needed for social/emotional groups,
 - The Walkthrough form proved to be too cumbersome in many short walkthrough situations. It is a great resource and will be revisited in future years.
 - Link Crew was utilized again to its fullest. We had a successful orientation style introduction for all Freshmen. Events/activities were completed throughout the school year to help connect students to upperclassmen and the school community. This included an exam preparation and survival kit curated by Link Leaders.
 - All supplemental texts in other courses count toward SS requirement. This ended up being successful and supportive of student efforts. However, it did not increase the number of books read by struggling readers.
 - Visit other schools for culture ideas. A visit was made to a school in San Diego in which it was apparent that much of the successful culture building activities done there are in practice at THS or are being discussed.
 - Change detention to model after advisory. Some teachers were willing to host academic support style detentions. This was effective for those willing.
 - Social Club. We were able to hold off campus and on campus social club activities including a holiday party.
 - Culture Club: School Culture Summit participants and staff meeting community building activities. This was successful. Each staff meeting has dedicated time in it to build community amongst staff. We completed Lawn Chair Lunches both in person and digitally.
 - ALICE training monthly in all classrooms. Each month training was completed in classrooms including desktop drills, video review, and discussions.

- After school tutoring for low performing students on CAASPP not receiving other services. Tutoring takes place two times a week on Mondays and Thursdays. It is free, taught by our teachers, and on campus.

Analysis of Effectiveness:

What worked? Why?

The Student Connection survey still serves a powerful purpose on the THS campus. Last year we had 80% of our students who chose an adult on campus. We will continue to share the list of students who selected each staff member as their caring adult with that adult. The goal of sharing this information is to encourage the school's adults to keep doing the great things they are already doing. On the THS campus adults are encouraged to continue to foster the relationships they have already made. Ultimately, the goal is for 100% of Truckee High School students to feel safe and supported. This is a dynamic process and the goal is for the connections to be authentic and natural. We do want to try to connect peers with other peers based on information from the Western Association of Schools and Colleges (WASC) visit. WASC agreed that all students during their interactions could list an adult they would go to, but could not always name a friend group on campus. We are addressing this through an additional question to students in the survey: "Do you have a caring connection with a peer on campus?" We will utilize this information to help understand who is not feeling connected to campus life.

This year the principal started a process of holding Empathy Interviews with students that selected "no" for a caring connection at THS. The questions asked of the students during interviews explored reasonings, thoughts, and questioned how to best support them at Truckee High School. The information gathered from the interviews is used to support future plans and create frameworks for supporting other students.

One of the programs working to connect peers is Link Crew. We received anecdotal information from students that it has already helped to increase peer-peer connections on campus. Personal feedback from freshman was that they felt incredibly comfortable and adjusted to school by the end of the first week. We also had a freshman rally the second week of school to meet with 100% of the freshmen that did not make the summer orientation. That worked much better this year. We had an additional full school speaker address the entire student body about making positive connections and the power of compliments. Kindness doesn't cost a thing.

Student Leadership hosted a "Club-a-Palooza" club fair again in which all student clubs were able to solicit participation from students.

"Club-a-Palooza" was held twice this year to help get the information about the clubs to students. We continue to offer clubs and other extracurricular activities to build relationships. This happened during SS and allowed for sign ups and information about clubs to be distributed to interested parties. Each year our sign ups grow because of this event. We currently have 20 clubs on campus, 15 sports, and 15 AP classes.

Student voice at THS comes first in our vision and in the district beliefs. We utilize student input to guide decisions on campus. We went into leadership once a month to go over new ideas and concerns they may have. We also open up the floor to students at School Site Council. These are the formal ways of getting student voice, but we also have many informal ways to get student voice; most importantly having an open door policy. All students can email or check in for support from any adult at any time.

The updated discipline matrix has allowed for more clarity around the standard of care and reasoning behind both punitive and restorative consequences. The attempt was made to take the implicit aspects of how incidents and conflicts are handled and make them explicit. We continue to look for more restorative solutions to discipline issues and conflicts. Teachers and staff are increasingly willing to have difficult conversations with students when incidents occur. Empowering both the victim and aggressors to have honest conversations with each other is the ultimate goal. This is done through the use of reflection sheets that ask the restorative questions: What happened? What were you thinking about at the time? What do we need to do to make things right? The assistant principal went into all Freshmen Student Success classes to teach about restorative practices and what that means for conflict and discipline issues on campus. It gave concrete ways to handle conflict and introduced all students to how discipline is handled at THS.

We were able to start fresh with a revised attendance protocol to match our new front office team. We continued with SART meetings as a first student - parent/guardian meeting approach to address poor attendance. We utilized the SARB process as a punitive consequence for the most egregious truancy cases. We held 50 SART meetings and sent 7 students to SARB.

School Safety Plan Update: The School Safety Plan is reviewed annually and adopted by the School Site Council with input from ELAC, Leadership Team and Safety Committee. The updated 2019-2020 plan is attached to this document. School sites throughout the district are upgrading their safety protocols to include the ALICE protocol for an armed intruder.

ALICE training continues at THS. Students feel that the drills and training are an important step to be prepared in emergency situations. ALICE training offers a distinct opportunity to increase the feeling of safety, security, and empowerment. Desktop drills as well as action oriented drills were held monthly.

Having a full time School Psychologist and three counselors has worked for THS. Students comment on the support they are receiving in student success, and throughout the day because of the increase in Counseling Center personnel. We are all trained on the protocol for suicide and threat assessment.

THS chronic absenteeism went down again this year in all subgroups except SWD. We focused on clearing absences on time and more explicit

information on attendance in high school. We are consistent in sending SARB and Excessive Excused letters so all students and families understand the importance of attendance. Student Attendance Review Team (SART) meetings proved most helpful; we continued to schedule thirty minute SART meetings for students last year where we offered support to increase positive attendance and offered resources for students with additional needs. We also utilized two automatic calls a day that are sent out from Blackboard based at 10:00 a.m. and 4:00 p.m. They inform parents about student tardiness and absences. This helped to increase communication with parents.

We had 36 NIAA violations last year. 26 were vaping related violations. We began the year utilizing the Community Recovery Resources (CORR) program which is designed to help mitigate substance use/abuse issues on campus. Students are assigned CORR classes for violations to the substance abuse policy. However, starting in January CORR was not able to provide THS anyone to run the weekly meetings. CORR is now called Granite Wellness Center. The meetings are held in our Wellness Center two days a week after school. Clarity is important when it comes to violations on campus. We will be more explicit when going over rules of THS and NIAA this year in hopes of decreasing violations. Unfortunately we no longer have CORR but we are using a digital program called Everfi. We settled on Everfi after trying VapeEducate with students last year.

Opportunities:

THS had 23 suspensions last year which decreased by 17 from the year before. The number of Hispanic students suspended decreased from 24 to 20. The suspensions were at least second violations with the opportunity for restoration prior to the suspension. We continue to push to decrease the number of out of school suspensions. Utilizing Restorative Practices to THS has supported this goal and made teachers feel more empowered to create truly caring learning communities. Increasing student and staff awareness of behaviors that are outside of our normal working agreements allows for increased awareness of what behaviors need to be changed. Long term climate and cultural improvements and shifts come from student focussed efforts that help adults and students speak openly and honestly with each other.

While the use of Restorative Practices at THS has been effective at building relationships and working towards an improved community it did not end the need for suspension. It opened a dialog for staff and students when conflict or incidents arose. As more of our teachers are trained in Restorative Practices and the approach is increasingly used in classes and school activities the paradigm will shift and the students and staff's connection to the community will strengthen. The district has also identified this as an area of interest and has invested in bringing trainers to Truckee for our district staff.

Student Success continued to have a positive impact on students' academic progress and reading level. There are still growth opportunities that should be initiated. Having SS four days a week allows a deeper focus on student achievement and even provides some time for certain students to complete homework and studies during the school day. It is working based on our growth on STAR seen in goal one. We also increased the number of days for

students to have a connection with a counselor or other support staff at least once a week. We canceled SS for term 4 so students could focus on distance learning in core classes.

Participation in the Truckee High School parent survey continued to be an opportunity for us. We planned to give the survey during other live events per the suggestion from SSC last year. We did not give a TTUSD parent survey in the spring of 2020.

THS would like to continue to increase the number of ALICE drills this year. We completed desktop drills, went over e-learning with all students, and completed a reunification drill in 2018-2019. This year we will add to communicate the whereabouts of Mock Intruders throughout the day in order to practice the use of PA announcements with all students. We need to practice active lockdown which includes barricade and counter drill in rooms. We are interested in looking for an emergency text notification system at THS through the blackboard system. We also want to continue to use lockblocks consistently and ensure all main doors are locked.

2020-2021 Site Goal 3:

- We will raise the percent of all students who have a caring relationship with an adult at school to 90% in all grade levels through our Caring Connection Activity for 2020-2021.

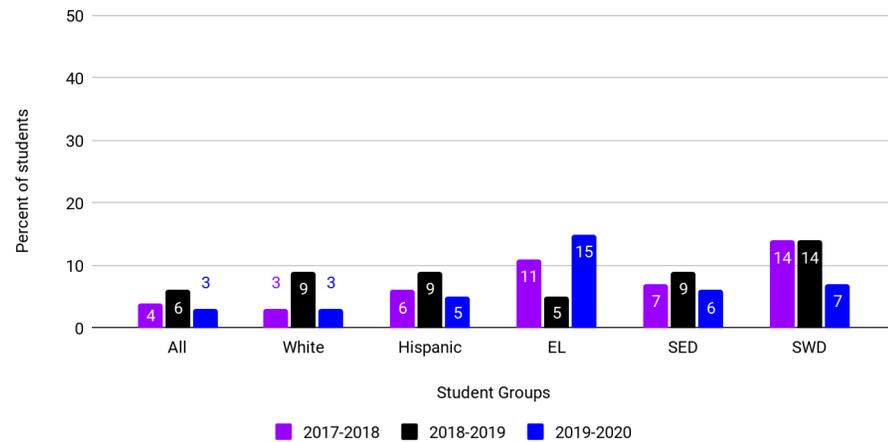
2020-2021 Planned Adjustments/Additions of Activities/Strategies:

- [SEL Pushouts from Wellness Center](#) Wellness Outreach via digital lessons for all teachers. Including Character/Harbor videos and Teacher/Staff Library
- Whats Up Wellness Screening - inclusive of all grades (not just 9th grade this year)
- CHKS
- Hope Squad
- Trauma Training
- Grief Group
- Student Surveys
- Caring Connections Survey
- Office Hours - Admin, Teacher, Counselor
- Link Crew
- Watchlist Data based on SEL, SED, RFEP
- Securly
- Leadership Events all virtual - staff buddies Club-a-palooza, dress up days,
- Hope Week - March 8-12; daily exercises on hope, connection, affirmation
- Outreach - personal calls, video connection; virtual check-ins
- Wellness Center virtual resources (instagram account, virtual check-ins)

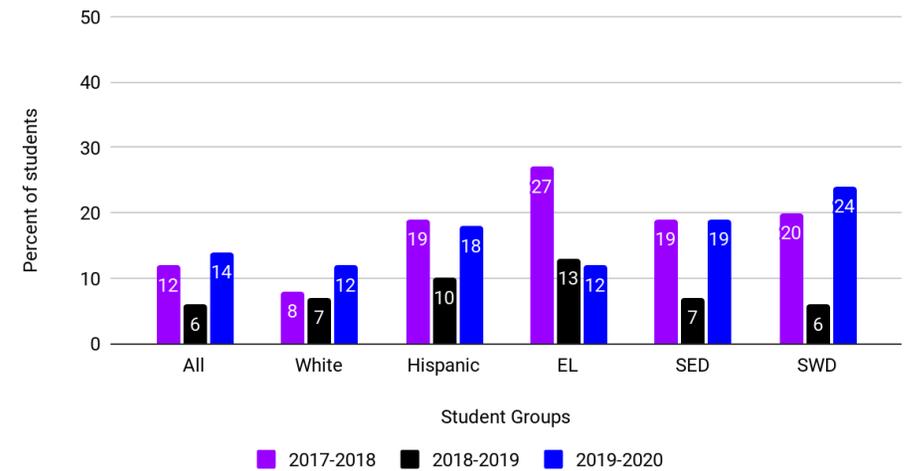
- Videos - tours, how to be a hybrid learner, honor roll, Looms of Course Request procedure, virtual parent/student nights
- Community Resource Labeling Outreach - Gateway Mountain Center and ARC
- Anti-racism and Accountability Group - Books and discussion (White Fragility, Courageous Conversations about Race)

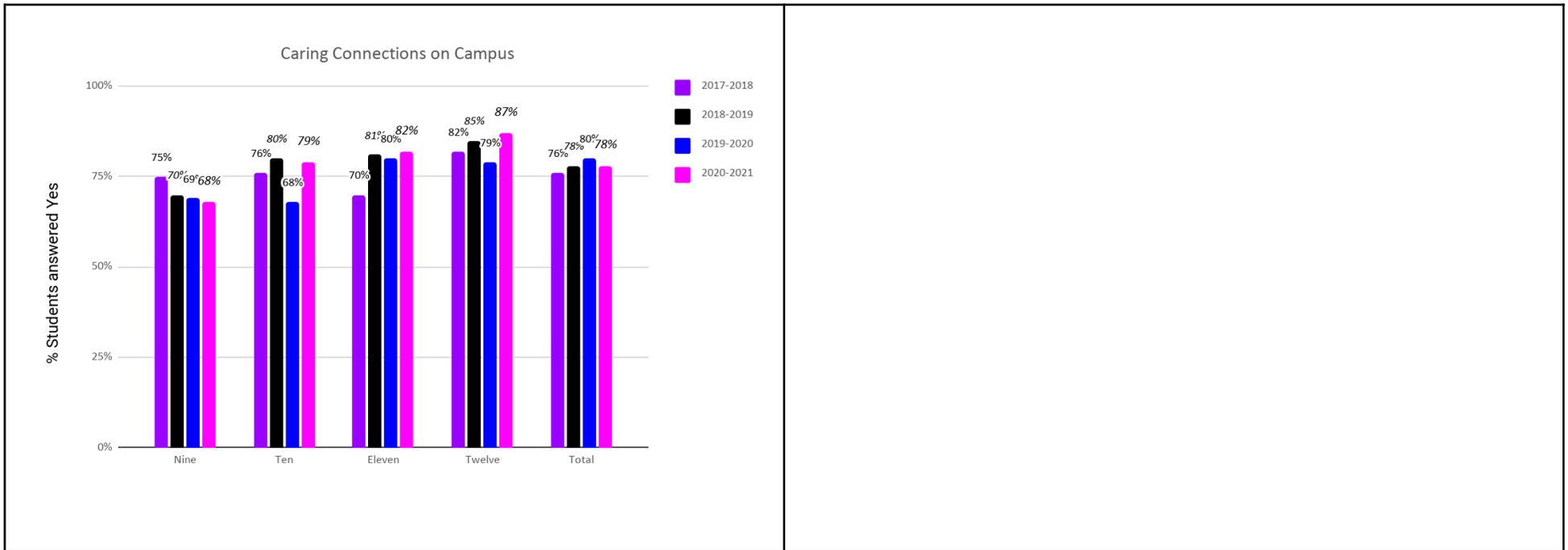
Suspensions

Percentage of students suspended at least once



Chronic Absenteeism





2019-2020 Site Goal 4: College and Career Readiness

We will raise the percentage of students graduating A-G ready from 64% to 75% at the end of 2019-2020.

2020-2020 Results:

65% of students graduating in 2020 were A-G ready.

Was the goal met? No

2019-2020 Planned Adjustments/Additions of Activities/Strategies:

- THS would like to use the College Career Indicator set by the state to build on more post secondary opportunities for all graduating students. We will include new information in our parent evenings to include our College Career Readiness teacher and counselors to give up to date information on two year, four year, trade schools, and gap year options.
- College Career Readiness is now two 18 week sections: CCR 9-10 and CCR 11.
- CCR 12 is still offered during Student Success.
- Focus on the medical pathway for CTE certification or other ways to support the current teachers of this pathway.
- A-G focus will be on D and F remediation.
- New Career Technical Education course Welding focusing on a trade.

2019-2020 Actual Activities/Strategies:

- Counselor presentations in Student Success classes focusing on career development. Topics include Naviance tools, college search, test prep and planning.
- College Career Readiness: CCR 9-10 and CCR 11 continue to be offered as 18 week A-G approved elective courses.
- APEX offered for D and F remediation and in an effort to increase A-G
- THS participated in the county differentiated instruction committee to understand the data used on the CA dashboard including how the CCI is set for THS.
- Offered CCR 9-10 and 11 as course electives.
- Medical pathway is a THS completer pathway but not a state CTE pathway.
- Offered 3 welding sections in its first year at THS.

Analysis of Effectiveness:

What worked? Why?

THS continued to offer the ZAPS test prep workshop in 2019-2020. ZAPS instructors are SAT test specialists who come on site for any eleventh grader interested in taking the full day workshop free of charge. The instructor is trained in not only topics covered in the SAT, but also on the ins and outs of taking the ACT test. We believe this and the student's rating of the program after taking it, demonstrate success with the program. We also offered the PSAT in 9, 10, and 11 grade in 2019-2020.

We talk about college and career in all conversations with students. Course registration presentations, parent information nights, tenth grade ILP meetings, Student Success push-ins, Senior Check-Ins are all opportunities in which A-G Readiness is highlighted. Our emphasis with A-G readiness is keeping doors open for students. While these evenings and presentations are working, our A-G percentage is still relatively low. An opportunity, as explained below, is to decrease the number of D and F's in A-G courses.

Students who have received a 'D' or an 'F' in a class have the opportunity to take online credit recovery (APEX) to earn a 'C' in the course in order to be eligible to apply to college. Many students take advantage of this program and we have seen increased success with it in recent years. This is due to the fact that there is more communication between the APEX teacher and counselors in order to keep students on track in their courses.

According to AP test data, THS increased the number of students taking AP exams and the increased the number of AP tests passed. One of the factors that may have increased our numbers is that our teachers and counselors are sharing more information about the benefits of taking the AP exam. Another factor may be that the exam was shortened last spring. Additionally, the students need to register and pay for the exam in the fall for fall courses, and since most of our AP classes are in the fall (due to the 4X4) this might have been another factor for the increase.

Opportunities

While the number of AP courses taken went up last year, our number of THS students enrolled in at least one AP course has remained about the same for the last three years. One reason for this may be because dual enrollment works for college career indicators. Students continue to be more savvy about which courses are needed for admission into the college they want. INstead of the student taking all APO courses we offer, they choose which AP courses will benefit and support admissions into the schools/majors they are interested in.

Looking at the scores from previous years, AP and pathway teachers know an opportunity exists in accessibility of higher level courses. We will work on educating teachers and students on the requirements and expectations for these courses earlier in their high school career in hopes they know they can meet them if they know them. Parents of our SED students have asked that higher level courses and pathways be shared with parents and students earlier than high school entrance. Our high school counselors will work with middle school counselors to share this information with all parents.

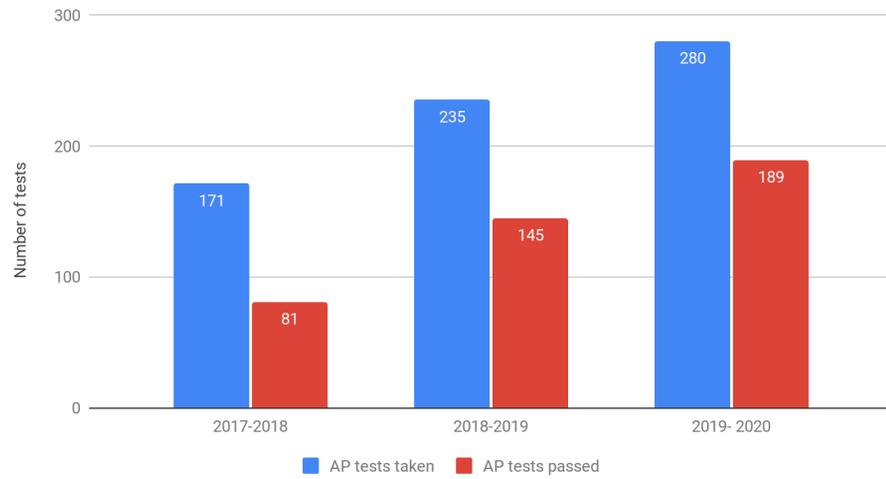
We had 39 CTE completers last year and we would like to continue raising this number each year. It is an opportunity because of the state requirements to be a completer; teachers must be CTE certified and two courses in a pathway must exist for the student to be successful in completing a CTE pathway. The medical pathway will only be offered as a science elective, not a CTE pathway based on the credential requirements.

2020-2021 Site Goal 4: We will raise the percentage of students graduating A-G ready from 64% to 75% at the end of 2020-2021.

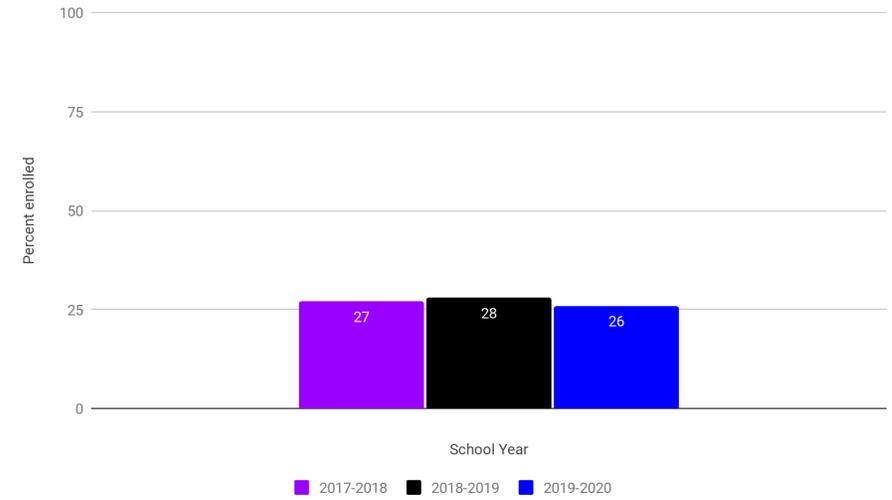
2020-2021 Planned Adjustments/Additions of Activities/Strategies:

- Remediation/APEX in 9/10 grade
- Pre-Ap courses to increase AP interest
- 8 grade parent nights focused on A-G readiness
- Additional course offerings in CTE, real world application electives to increase student interest
- Create a completer course in Product Manufacturing and Design and Welding to offer 5 full CTE pathways at THS

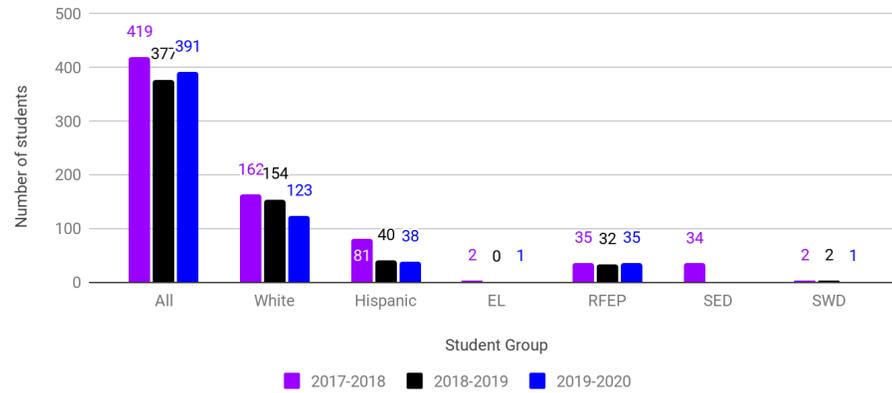
AP Tests Taken and AP Tests Passed



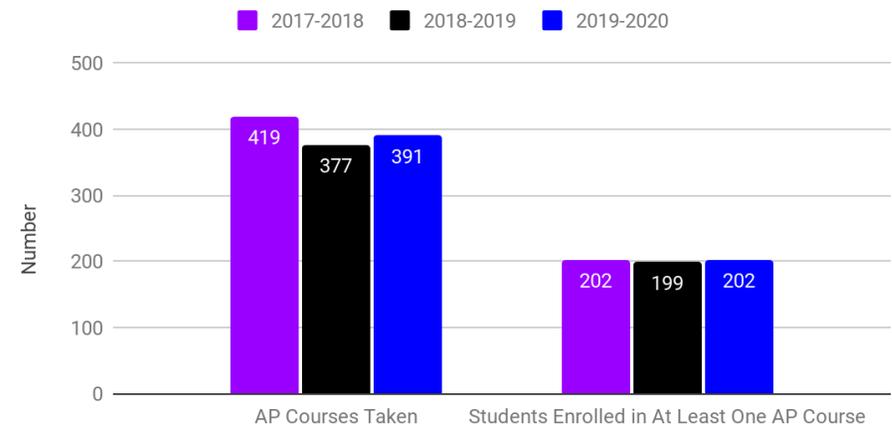
AP Courses: Students Enrolled



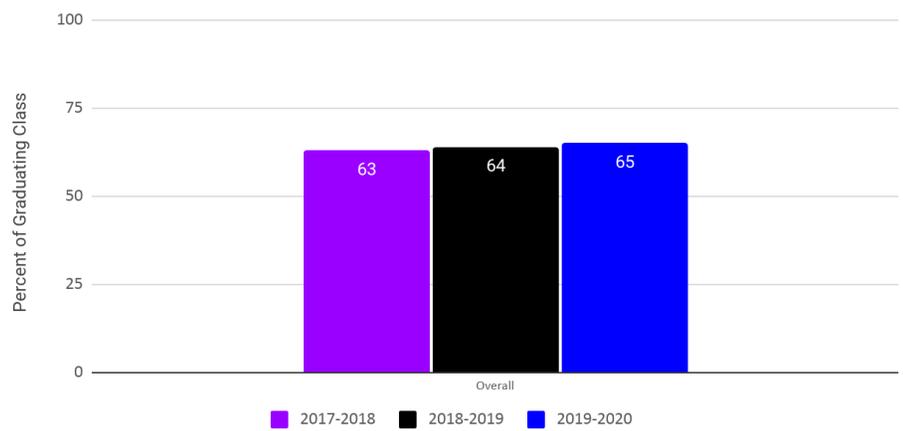
AP Course Enrollment



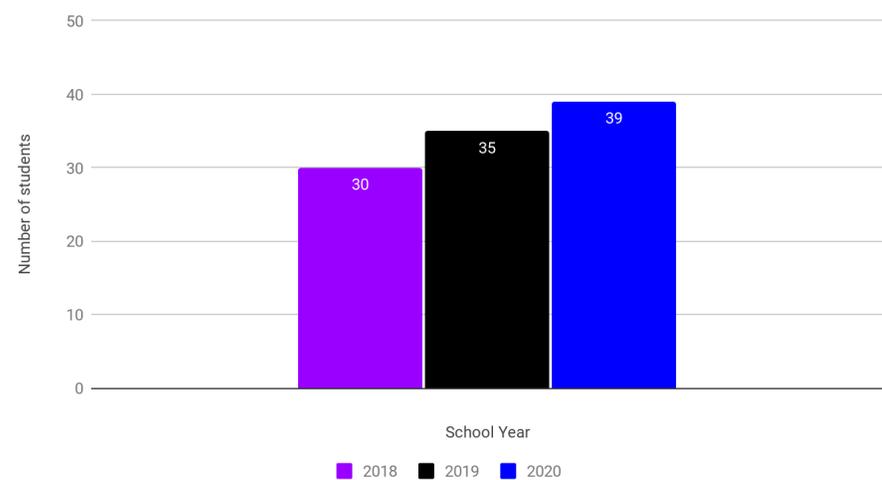
AP Courses



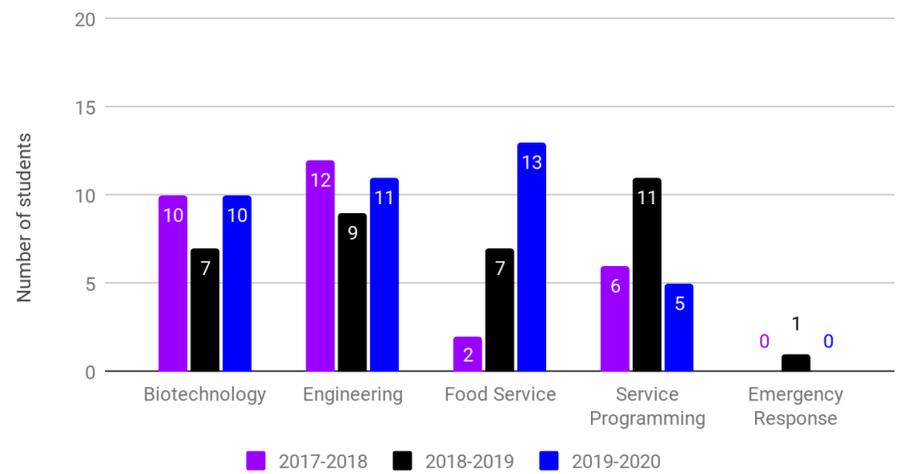
Graduates Meeting A-G Requirements



CTE Completers



Number of CTE Completers by Pathway



Budget 2020-21		Operational RE 0395	Measure AA RE 9103	Lottery RE 1100	Perkins RE 3550	District EL RE 0791
3/22/2021		\$57,975		\$19,460	\$9,688	\$26,929
Bilingual Aide	\$15,009	\$0				\$0
		\$15,009				
Professional Development	\$24,460	\$7,145		\$6,678		
		\$9,000		\$15,460		
General/Classroom Material & Supplies	\$31,794	\$24,470	\$26,033			
		\$30,078	\$41,794			
Academic Enhancement GL 1211	\$11,209		\$10,178			
			\$11,209			
Graduation	\$4,000			\$4,000		
				\$4,000		
CTE Materials and Supplies GL1274	\$47,991		\$10,955		\$11,930	
			\$51,791.00		\$9,688	

Copier	\$17,000		\$17,000			
			\$17,000			
Technology Classroom GL 1292	\$12,368		\$11,582			
			\$12,368			
Musical Aide	\$3,108	\$0				
		\$3,108				

SAFE SCHOOLS PLAN COMPONENTS

*Senate Bill 187 ensures that all California public schools, grades K – 12, work in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators, and other persons in the prevention of campus crime and violence, and in developing comprehensive school safety plans that target the safety concerns identified through TTUSD’s systemic planning process which involves Tahoe Lake Elementary School’s Leadership Team, the Site Safety Lead, the TTUSD District Safety Committee, and other established community collaborations and partnerships. **Goal 1 of TTUSD’s LCAP and of each school’s SPSA addresses safety and is complemented by the Safety Procedural Plans that are kept on Emergency Clipboards in every instructional and office space on every campus.***

Teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience for all. The goals and objectives for climate and safety are in alignment with the goals and objectives of the Tahoe Truckee Unified School District and the state of California. It is our intent to support students and staff in recognizing and building on the cultural richness of our school community. It is also our intent that by the end of this school year, parents, students and staff will feel more connected, accepted, and informed concerning academic and social activities at THS.

Caring Connections

The Coordinated Care Team (CCT) is designed to ensure the safety, success, and care for all students at Truckee High School. The team was developed with the mindset that the CCT and THS staff is here to help support students at THS through a kind and compassionate lens. The Coordinated Care Team is a group composed of counseling staff, school psychologist, Assistant Principal, and Wellness Center staff. The CCT meets weekly to discuss interventions for students. Students are referred to CCT by any staff member, family, or sometimes the student themselves via email, a google form, or even in person.

Touchpoint Activity

In the 2016-2017 school year, the Touchpoint Activity and Caring Connection stemmed from the CCT team work. The collaborative work with students, parents, teachers and the CCT has continued to affirm the great influence and importance of human connection. The goal became connecting every student with a safe and caring adult on campus.

The CCT team created and utilizes a survey that asked “Do you have a caring adult on campus? (A caring adult is someone on campus who you can go to for support and guidance.)” Yes or No. If the students answered “no,” the survey ended. If “yes” the survey displayed the photos and names of the entire staff for student to select. The Caring Connection is now in its sixth year and continues to become more integral in the programming and interventions established for students. In any student meeting (SART, SARB, SST, IEP, CCT) the question arises, “Who is your caring adult on campus that you can seek out when you need support?”

Yearly, CCT shares with staff the list of students who selected them as their caring adult. The goal of sharing this information is to encourage the school’s adults to keep doing the great things they are already doing and continue fostering the relationships they have already made. Ultimately, the goal is for 100% of Truckee High School students to feel safe and supported. This is a dynamic process and the goal is for the connections to be authentic and natural.

80% of students have identified at least one caring adult connection on campus. The next step is matching up adults with the students that did not identify a connection. We have added the question “Which adult on campus would you like to be connected with?” as well to support new connections. This project is high on THS’ priority list and staff plans to continue working collaboratively, learning, adjusting as they experience setbacks and successes.

As per our progressive discipline policy, all students will be disciplined consistently and fairly with consequences based on the discipline matrix and with multiple initial attempts at alternatives to suspension. Suspensions and expulsions occur only when required by law or when all other alternatives are exhausted. Students at Truckee High School are guided by specific guidelines and classroom expectations that promote respect, cooperation, and acceptance of others. The school’s discipline philosophy promotes a safe school, a welcoming classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school and relationships. Expectations for behavior are explicitly taught to students and shared with parents at the beginning of each school year through student-parent handbooks, teacher syllabi, and student agendas. They are reinforced throughout the year in Pathways classes, at assemblies, Back-to-School Night, Student Success classes, and parent-teacher conferences. THS follows the AB 1729 education code where the following policy applies: (a) The public policy of this state is to ensure that school discipline policies and practices support the creation of safe, positive, supportive, and equitable school environments where pupils can learn. THS believes that (b) The overuse of school suspension and expulsion undermines the public policy of this state and does not result in safer school environments or improved pupil behavior. Moreover, such highly punitive, exclusionary practices are associated with lower academic achievement, lower graduation rates, and a worse overall school climate.

The safety of students and staff is a primary goal at Truckee High School. All visitors and volunteers to the campus must sign in at the office and wear a visitor sticker at all times. Visitors must now be buzzed in via video cameras at the main entrance. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, after school, and at all home athletic events. Supervision is a responsibility shared among support staff, teachers, and the administration. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Evacuation, Shelter-in-Place, Duck/Cover/Hold, and/or Lockdown drills are conducted and evaluated on a monthly basis throughout the school year. Tahoe Truckee Unified School district continues to utilize ALICE. ALICE is an emergency response protocol to be used in the rare, but very real, presence of an armed intruder. ALICE stands for Alert, Lockdown, Inform, Counter and Evacuate. ALICE is a response that is designed to empower all citizens with the skills and knowledge to respond when shots are fired until public safety arrives. It is a response protocol that expands on the “Run, Hide, Fight” protocol and trains participants in how to implement it. Tahoe Truckee Unified School District has committed to having classified and certificated staff trained through an online course and real life scenarios by ALICE certified trainers.

Analysis and Actions:

The Career Technical Education (CTE) Pathways program along with rising enrollment has prompted the passage of Bond Measure U. Phase 1 of the construction has been completed with a new building on the west side of campus along with an updated parking area located to the west. This will provide additional space for student parking in a safe and secure area. Phase 2 will include the addition of a new Library and Administration/Counseling offices on the East side of the building, which is underway now.

Link Crew is a program that has been used at THS for the last four years. Built on the belief that students can help students succeed, Link Crew is a proven high school transition program that trains juniors and seniors to be Peer Leaders for the freshmen class. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate a successful first year.

Suspensions decreased for all groups except for the EL subgroup. However, when accounting for specific students that were suspended multiple times for the same infraction the increase is not alarming. Administration always implements alternatives to suspension. As a school we continue to utilize Restorative Practices and consistent reflection to increase positive change in behavior. We will continue to implement alternatives to suspension to increase access to education. This year we are going to continue all of our previous efforts. Higher accountability of students through our new attendance protocols will also build on our current efforts towards campus safety and school wide involvement.

Safe School Plan Actions

Elements Required to Attain Safety Goals	Person(s) Responsible	Strategies	Cost/Funding Source and Appendix References
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<p>Safe Facilities</p>	<p>Director of Facilities Administration</p>	<p>Random K9 visits from Placer County to THS</p> <p>Administration and Teacher Visibility during all transitions</p> <p>Lighting outside for late nights</p> <p>Update fields as needed</p> <p>Participate in all mandated drills: Great Shakeout, Shelter-in-Place, and ALICE Lockdowns for preparedness</p> <p>2 on 1 meetings (administration with all staff) in fall and spring</p> <p>Monthly safety committee meetings to complete safety inspections, work orders, and review incident reports at THS</p> <p>Update all facilities as needed</p> <p>ALICE training for teachers and students</p> <p>Measure U updates</p>	<p>TPD</p> <p>N/A</p> <p>N/A</p> <p>DO</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Measure U</p> <p>District funded</p> <p>Measure U</p>
<p>Lower chronic absences and truancy rates</p>	<p>Administration Attendance Secretary</p>	<p>Teacher support in attendance accuracy</p> <p>Independent Study and Outside Activities Contracts and flexibility with teachers.</p>	<p>Operational Funds</p> <p>N/A</p> <p>N/A</p>

		SART meetings before SARB takes place for students	N/A
Uphold Teacher Expectations	Administration	Informal classroom walkthroughs daily	N/A
		2 on 1 staff with administration meetings two times a year	N/A
		Complete evaluations	N/A
		Evaluate on set daily lesson expectations	N/A
Uphold Student Expectations	Teachers Administration	Student Voice asked and heard	N/A
		Decrease youth-use of controlled substances by providing resources: · CORR AOD program · TeenScreen	Grant from Nevada County Mental Health TTFWDD
Parental Involvement in college and career readiness	Administration	Counseling Parent nights	N/A
		College Essay and application workshops	Volunteer
		FAFSA workshops	N/A
		End of Year Parent Survey participation	N/A
		Substance Abuse programs include families	CORR AOD
		Personalized Learning Plans for all 10 th graders and 12th graders	N/A

Truckee High School	Primary Location (Day to Day Operations)	Secondary Location (Emergency Plan)
Parent/Student Drop Off & Pick Up	Front of School	Back of school if needed or DO or TES if needed
Bus Drop Off & Pick Up	Behind the school bus loop	Front of School if needed
Public Entrance to School Site	Front of school	Back of school near cafeteria
Student/Staff Evacuation (by walking)	West side and east side depending on classroom	DO or TES if we cannot be on site depending on West and East side
Student/Staff Evacuation (by bus)	ACMS	ACMS
Street Access Points	Donner Pass Road into front of THS Donner Pass Road in maintenance area	N/A
Evacuation Areas within walking distance	DO TES	Same

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 makeup of the SSC is as follows:

Kristin Henry	School Site Council President - Parent
Michelle Larson	School Site Council Member- Parent
Martina Routhier	School Site Council Member- Parent
Jesse Steele	School Site Council Teacher
Jim Bennett	School Site Council Teacher

Tamara Chisholm	School Site Council Teacher
Lucas Larson	School Site Council Student
Emma Routhier	School Site Council Student
Thea Torelli	School Site Council Classified Staff and SSC Secretary
Logan Mallonee	School Site Council Principal

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

Recommendations and Assurances

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on April 1, 2021.

Logan Mallonee

Typed name of School Principal



Signature of School Principal

4/8/2021

Date

Kristin Henry

Typed name of SSC Chairperson



Signature of SSC Chairperson

Signature of SSC Chairperson

Date 4/8/2021 _____