



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Tahoe Truckee High School
Address	11725 Donner Pass Rd Truckee, CA 96161
County-District-School (CDS) Code	3138500
Principal	Logan Mallonee
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	10/21/2022
Schoolsite Council (SSC) Approval Date	10/27/2022
Local Board Approval Date	11/16/2022

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

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School Vision and Mission

Truckee High School Vision:

Truckee High School will be a safe, healthy, and collaborative educational environment where staff, students, parents, and community contribute to the academic, social/emotional, and physical development of THS students. The school will provide a variety of learning opportunities through rigorous coursework and co-curricular activities in a culture of connected relationships. Students will be thoughtful, resilient, productive, and contributing members of their communities who take pride in their school. Parents will be engaged, involved, and supporting partners of the school community. The community will partner with THS to support students and offer them life skills to be successful in a changing world.

Truckee High School Mission:

The mission of the educational community at Truckee High School is to inspire, prepare and empower students for college, career, and a purposeful life.

School Profile

Truckee High School is a learning community that offers students a rigorous curriculum through collaborative teaching. Students are encouraged to challenge themselves in their academics and in extra-curricular activities. Our school community is actively involved in and supportive of our students' social and cultural growth as lifelong learners. We believe students at Truckee High School come to school as special human beings, unique in their own physical, social, intellectual, and emotional development. We believe that students have the right to an environment that encourages student development through rigorous, relevant, and relationship-based learning opportunities. An environment that is safe, clean, and drug-free, celebrates social, emotional, academic, and athletic achievement and where people are treated equally, fairly, respectfully, and courteously. To ensure these rights, students will be encouraged and supported to develop into responsible global citizens so they may reach their full potential, strive to acquire an understanding that learning is a lifelong process, and achieve academic excellence by developing skills necessary to participate successfully in society as responsible citizens with character and integrity, stand for integrity, honesty, and ethical treatment of all, be partners in the learning process, and take responsibility for themselves and their learning.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

THS staff works on the site plan from fall of the new year and uses the plan as a working document. LCAP goals are aligned with site plan goals which then align with teacher's individual professional goals.

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

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

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

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

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

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

Meeting Dates (see steps above):

THS Staff additions and revisions: September 14, 2022 and October 19, 2022. All staff additions are included in the annual goals as the staff uses this plan as a working document for the current school year and review of the previous.

Additionally, the THS SPSA is used as the action plan for WASC and THS is currently updating all plans to include significant developments since the last self study. THS will have a WASC school visit in fall 2023.

SSC: first draft review October 6, 2022.

ELAC: Meeting date for SPSA review, questions and comments on October 25, 2022. Here are THS ELAC's comments: What is the percentage of students to pass the English class, and percentage are meeting the ELPAC reclassification skills?

Tara explained the ELPAC and how the scores work. That it is a point system and that students need to receive a 4 out of 4 to redesignate. Looked at a graph of the total EL scores for the school. Possibly we can have another meeting to discuss the criteria for redesignation. To redesignate, the students need to meet the criteria on their ELPAC scores, the STAR, pass their classes, and have parent approval. Parent is not clear what else her students need to do meet the criteria to redesignate.

Legal job is for the parents to give advice and what they think. Parents should give commentary on things they like, or suggestions.

Parents liked that they are including career plans as some students don't want to necessarily go to college, and are interested in other trade jobs. There should be both options - college as well as finding good jobs. More CTE pathways would be appreciated.

How much support do the English Learners have? How much teacher support do they have?

We have a bilingual aid that supports students in understanding their content. ELs have either ELD or Resource Center everyday to receive language development as well as get time to support them in their classes. In addition, all general education classes, teachers use predominant strategies to support all students (with a focus on ELs), as well as have a mindset of that the ELs are everyone's students.

What questions do we ask the students so that they can have a connection with the teacher?

We give a survey that asks about teacher and peer connections.

Is it a connection with the student and their teacher in the class so that the student can ask their teacher if they have questions, they don't understand, or talk about their grades? How do teachers establish relationships in class with their students so that students feel more comfortable and feel trust and feel concerns with them? Sometimes students feel like their teacher is too "grouchy or rude" or are very shy.

We expect our teachers to do Social Emotional Learning in their classes twice a week. This can be as simple as asking a question to the class that students answer to get to know one another. Ideally, the staff member is trying to understand more about each student, and building trust with each student. Students have access to other adults on campus to help them navigate difficult conversations they might need to have with other staff members.

If there could be two other questions to ask on the survey, there are students that don't do homework and don't care. Another student was forcing my student to give them her notes. She wants to know what is their motivation in coming to school. Why are they coming to school? What is their motivation? Is it so they can be economically established? Etc. Why are you going to school? What would motivate you to come?

Very rarely do 16 years old want to come to school, but we want for each student to have a reason to come to school. Love this idea as an addition.

So we can get the root of why students are getting to school. It might not be for algebra but it will help us understand them more. It can help us learn more about what the students would like from school. It's my curiosity.

Social factor is a big part.

Can we get more participation at these meetings? How are the parents notified?

SSC vote and approval and final comments and questions on October 27, 2022. Here are the THS SSC comments:

Goal 4 focus: Are more CTE Classes being added? We are looking into options.

We currently have 4 CTE pathways for students

Welding 1 and 2

Gone Boarding 1 and 2

Culinary Arts 1 and 2

Engineering and HPOE

Online CTE and College Credit Private schools available for student CTE opportunity.

One member stated that he felt the THS SPSA captured a comprehensive procedure for supporting both student academic and emotional wellness. Another member stated that they really liked the overall plan and have no questions. They liked how all parameters were covered and the budget was well spread out.



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.26%	0.1%	0.24%	2	1	2
African American	0.26%	0.7%	0.36%	2	6	3
Asian	0.52%	0.7%	0.72%	4	6	6
Filipino	0.13%	%	%	1		
Hispanic/Latino	32.56%	32.7%	31.82%	252	270	266
Pacific Islander	0%	0.1%	0.12%	0	1	1
White	62.02%	60.9%	61.24%	480	502	512
Multiple/No Response	3.88%	4.0%	4.07%	30	33	34
Total Enrollment				774	825	836

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	219	225	203
Grade 10	197	224	224
Grade 11	188	190	223
Grade 12	170	186	186
Total Enrollment	774	825	836

Conclusions based on this data:

1. THS school enrollment continues to increase each year.
2. Our student group enrollment percentage for white and Hispanic/Latino students have stayed consistent for the last three years.
3. We strive to represent all student groups at THS through culturally diverse representation in the hallways and instructional materials. Using data to drive our instruction, we focus on our subgroup population to choose our predominant strategies to target our Tier 1 instruction to meet our students most in need and close the opportunity gap.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

State assessment ELA goal: By the end of the 2022-2023 school year, Truckee High School will increase overall CAASPP SBAC ELA results by 10% as measured by the overall scores.

Local assessment ELA goal: By the end of the 2022-2023 school year, 50 points of growth within one academic year for 100% of our student population.

ELD Goal 1A: By the end of the 2021-2022 school year, 85% of English Learner students who were tested on the ELPAC in 2021 will improve on their 2022 ELPAC overall scores or qualify for reclassification.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC ELA	<p>CAASPP SBAC: ELA 2023</p> <p>ALL: 73% Hispanic: 50% White: 81% EL: 16% RFEP: 54% SED: 52% SWD: 23%</p>	<p>CAASPP SBAC: ELA 2022</p> <p>ALL: 71% Hispanic: 54% White: 80% EL: * RFEP: 49% SED: 50% SWD: 10%</p>
ELPAC	ELPAC 2022 - 85%	71% of students improved and want to continue to grow proficiency with a more realistic growth target of 80% in 2022-2023 rather than 85%.
STAR SGP	<p>Median 57 SGP Expectation = 50 for all and 70 for Literacy SS students</p>	406/751 (54%) met expectations.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Long-term ELL students (LTEL) students will be a focus for the Watchlist, and create a plan to improve growth on the ELPAC.</p>	<p>We added our LTEL population to the 2022-2023 THS Watchlist.</p> <p>LTEL students will participate in the literacy intervention programs that we are providing our Tier 2 students. This includes assessment through ReadBasix, Achieve3000 weekly activities, and</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>other literacy lessons in their ELD classes or resource centers.</p>		
<p>Time at the beginning of Spring Semester to identify sub-group students including reading levels</p>	<p>We are analyzing SGP from Fall to Spring 2021-2022 and reviewing Fall BOY 2022 in September 2022 to set our 2022-2023 STAR goals for all subgroup populations.</p> <p>We will schedule time for the spring 2023 to review again.</p>		
<p>Looking at growth (SGP), rather than reading at grade level, for STAR goals to uphold growth regardless of reading level.</p> <p>This would account for and celebrate all growth for all student populations.</p>	<p>Lit SS teachers reviewed STAR growth percentage with students--there was not yet a standardized conversation about which data points to review with students.</p> <p>In the general population, we will have a standardized way to review/celebrate growth with students. With advisory in 22-23 SS, there is now a new opportunity with Read Basix.</p>		
<p>Planning a Tier 2 intervention measurement matrix including the criteria we are using to test in and out using a diagnostic after the STAR.</p>	<p>We are piloting a reading diagnostic assessment called Capti Assess Read Basix in Literacy SS class. This tool will assess the six reading skills for each student identified from the initial STAR screener. It will tell us where each student is showing gaps and it gives strategy recommendations to support the individual student's reading skill need (i.e word recognition, vocabulary</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	development, reading comprehension).		

Analysis

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

We met part of Goal 1: by the end of 2022, we did increase overall CAASPP/SBAC proficiency by 10.17%. Our students' STAR growth scores also exceeded the goal of 50 SGP: the median SGP in 2021-2022 was 57.

We did not completely meet Goal 1A: 71% of students improve and want to continue to grow proficiency with a more realistic growth target of 80% in 2022-2023.

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

Overall conclusions:

- 1) THS improved ELA scores by 10%. For 21-22, the largest % of students were at the "near standard" level in each domain.
- 2) THS has focused on academic discourse strategies in all content areas to increase listening success, which continues to be a need based on our listening domain results.
- 3) With 16.7% below standard in writing, this should be a THS focus in ELA.

For English Learners specifically, THS staff conclusions include:

- 1) In spring 2022 of 9-11 grade ELs who had taken the ELPAC in 2021, 71% increased their numerical ELPAC score. 50% of our LTELs increased in their score.
- 2) The written category, which includes the reading and writing tests, continues to be the lower score of the two category groups for our LTELs.
- 3) Many of our LTELs are also dually qualified for Special Education support, and receive literacy intervention during their resource center period. The other LTELs receive literacy development in ELD. The EL Coordinator in conjunction with the THS Admin will examine whether the LTELs in ELD should also be placed in a literacy intervention SS in order to receive additional literacy support during the day.

On the ELPAC:

- 1) THS will be providing specific strategies for our LTELs on the watchlist. Teachers have identified if there is an LTEL on their roster and have chosen a strategy for that focus student.
- 2) 71% growth for LTEL students specifically.

We had a ~10% (10.17% from 61.4% to 71.57%) increase in students meeting or exceeding on CAASPP ELA. Why?

Truckee High School's whole staff returned to a focus on explicit teaching in Tier 1 with shared predominant strategies. All Truckee High School teachers who used one of the predominant strategies reported it was successful.

The predominant strategies used last year by the whole staff included (in order of those most commonly used):

Academic discourse
 Vocabulary development
 (Tie) CER and close reading
 Annotation

60% of teachers used the Truckee High School student watchlist to drive instruction.

Quantitative metrics:

- 100% of Truckee High School teachers reported using a predominant strategy.
- 100% of Truckee High School teachers reported success with a predominant strategy.

In Q3, we moved 27 students off the watchlist. In Q4, we added 13 students to the watchlist. Overall, from Q1 to Q4, 14 students were removed from the watchlist.

Within our SED population, the number of students on the watchlist remained fairly consistent with a 2% decrease from Q1 to Q4. There was not a rebound in this population like there was in the general population in Q4 and by the end of the year, the SED watchlist numbers were comparable with those of the overall school demographic. In 2022-2023 THS has added an advising component to Student Success that should provide an opportunity to work more regularly and directly with all students on the watchlist, especially SED students.

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

In 2022-23 THS staff has requested additional training in:
Academic discourse
Vocab development

The English department is exploring options to expand access to the College Board Pre-AP program to increase clarity in vertical articulation. The English department will be trained in Pre-AP English 1 and Pre-AP English 2 if they have not already been trained.

Literacy SS classes are piloting a true reading diagnostic to buttress the STAR screener so that we can be even more directly responsive to students' needs. When this assessment transitions to one that is used by all teachers, ELA teachers or the whole staff will need training with how to disaggregate the data and respond to the diagnostic information.

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

2022-2023 State Assessment Site Goal 1: We will maintain the goal to increase overall CAASPP SBAC ELA results. The goal is to increase the overall results to 80% of Truckee High students meeting or exceeding standards on the CAASPP SBAC ELA assessment.

Local Assessment Goal 1: By the end of the 2022-2023 school year, all students will demonstrate 50 points of growth (SGP) on the STAR assessment within the academic year and 70 points of growth (SGP) within one academic year for any student participating in a Literacy Student Success class.

Site Goal 1A: By the end of the 2022-2023 school year, 80% of 9-11 grade English Learner students who were tested on the ELPAC in 2021 will improve on their 2022 ELPAC overall numerical scores or qualify for reclassification.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

State Assessment Goal 2: By the end of the 2022-2023 school year, Truckee High School will increase overall CAASPP SBAC Math results by 10%.

Local Assessment Goal 2: In 2021-2022, all students enrolled in a math course at THS will take the STAR math assessment at the start and end of the course. 80% of all students will show growth from the initial STAR assessment to the final STAR assessment. They will maintain their test scores if they scored at 12 or higher.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC Math	CAASPP SBAC: Math 2023 ALL: 55% Hispanic: 33% White: 64% EL: 16% RFEP: 33% SED: 39% SWD: 16%	CAASPP SBAC: Math 2022 ALL: 45% Hispanic: 19% White: 59% EL: * RFEP: 16% SED: 0% SWD: 10%
STAR Math	80% of THS students will show growth from BOC to EOC STAR math.	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
District scheduled assessment window for STAR Math completion in Math classes.	This was completed and implemented in 2022.	None Specified None Specified	
Increase academic conversations around math.	Teachers will focus on academic conversations in all math classes. Students will be grouped and guided through conversations on solving mathematical problems. Teachers will focus on reteaching some concepts that were not thoroughly understood because of online learning issues. The CPM curriculum in use at TTUSD has a lot of		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>embedded peer discussions and group work. Students are posed questions to work out together and then share out with the class. Teachers guide students through the process and foster math discourse.</p>		
<p>PLC around the results from BOC to EOC for Fall and for Spring</p>	<p>PLCs reviewed fall scores but not spring goals.</p>		

Analysis

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

As a staff, based on current results, THS concludes:

1) Communicating Reasoning is the highest percentage in near/above standards at 86.3%, while concepts and procedures is the highest below standard at 29.95%. Communicating and reasoning is a real world application of the math to continue to make a focus at THS. THS' predominant strategy: Claim, Evidence, Reasoning (CER) supports this success.

2) THS will focus on the "rules of math" to increase concepts and procedures going forward. Action steps in the annual review section will go into more detail on this focus.

3) THS Math department feel that the concepts tested were above many current 11th grade math classes.

In 2021-2022, STAR Math was given during student success class at the beginning of the course and at the end of each math course. Students not in a math class did not participate at the time.

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

The STAR math scores were not analyzed by the THS math department; though 80% 9-11th graders last year had growth from their beginning of course STAR math assessment to end of course. The department realizes that STAR test scores have limited use because they are based on national rankings and do not correlate to support in higher level math such as success in AP Calculus. The department did commit to STAR for over three years, and found that the scores indicate to us what we can already see based on our classroom grades. As teachers, we can see where the students' base knowledge lies. The STAR test has historically confirmed this and has not given us much useful information for going forward. We will focus our future efforts on the Math CAASPP SBAC. This year we will focus on why there were discrepancies between the last two years.

Overall on the math SBAC, 44.67% of students met or exceeded the standard in math. Based on our conclusions above, our predominant strategies support the domain Communicating Reasoning, but our adopted curriculum CPM does not focus on algorithms in math as much; this could be a reason for concepts and procedures being our lower domain.

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

Instead of the STAR Math test, we will administer the SBAC interim test (count in math classes but give to all Juniors). After we administer the tests and receive our results, we will do test prep on concepts where students' performance was low, such as the domain "concepts and procedures." We will need the results to break down the data and find the topics of concern. We hope the results of the interim assessment can give more specific questions on each domain in order to target the standards that need the most focus in class prior to the May assessment.

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

THS would like to no longer administer the STAR Math test. Going forward, we will be using the THS Watchlist data as local data and set goals using data from the SBAC. We analyzed the SBAC results from 2021-2022 and noticed a consistent low percentage of students at or above standards in math from 2018- 2022, between 41%-46%. The department continues to discuss the lack of basic math skills while students are taking higher level math courses more often. We will analyze the correlation between our students not "ready" on the SBAC in math and the watchlist data, and place students more accurately into their senior level math course based on the SBAC math results and grade data.

This school year, we will use the interim SBAC test and its results to implement review/reteaching of topics we see students are performing low on prior to testing in 2023. Our hispanic subgroup makes up 32% of THS student population and 19% of this subgroup that was assessed met standards. We will focus on this subgroup when studying our results on the interim assessment to plan strategies before the SBAC in May.

We want to increase enrollment in Quantitative Reasoning with Advanced Mathematical Topics (QRAT). Currently, enrollment is based on student's SBAC scores. It is hard to place earlier because we do not receive SBAC data until after master scheduling is done for seniors. QRAT was developed to better prepare college and career-bound high school seniors with the 21st Century skills necessary to meet the mathematical thinking and problem-solving expectations of higher education courses and workplace requirements. After students take this course and receive a B or better, they can be considered "ready" for the UC/CSU college system often being able to skip the entry level math course for college freshmen. When our students finish this course they have positive feedback for the course and how it prepared them. We want to increase our enrollment for this reason.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

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

Caring Connections Survey Data: 90% of the students identify at least 1 adult and 1 peer on campus that they feel connected to.

Suspension Rate: At least 1/2 reduction in suspensions for our SWD, SED, and EL populations.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	Suspension Rate: 2023 School Level Data ALL: 3.5% White: 1.5% Hispanic: 4% SED: 1.5% EverEL: 5% SWD: 2.5%	2021-2022 ALL: 4% White: 2% Hispanic: 6% SED: 3% EL: 10% SWD: 5%
Caring Connections Survey	Increase to 90% connected student to teacher	Currently on 10/18: 88%
Chronic Absenteeism	Decrease by 10% in each category SED, EL, SWD	2021-2022 ALL: 27% White: 24 % Hispanic: 33% SED: 17 % EL: 40% SWD: 31%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Truckee High School will continue Culture/Climate Work including Leadership activities and events.	Return of Club-a-palooza, Breaking Down the Walls, Link Crew		
Watchlist data, Caring Connections Survey Data.	Addition of video to Caring Connection		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Instructions. Watchlist data used to inform teacher goal setting.		
Social Emotional Learning Lessons and student connectedness activities.	Use of "Can Do U" for SEL support during Student Success class. Increased use of Restorative Practices on campus.		

Analysis

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

This goal is truly a full team effort for THS. Our teachers, counselors, administrators, and staff all work to increase connectedness on campus. We attempt to do this through focused activities and actions. We utilize a students first approach that helps more community members have buy in. The main component and metric of this goal is around the Caring Connections Survey. 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 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. It is crucial that we are looking at relationships and attempting to make the implicit more explicit. Being very clear is being kind. To increase student accessibility and understanding of Caring Connections we utilized a student created instructional video and the revision of the Caring Connection Survey wording. This will support an increase in identified connections. The revamping of the fully in person Club-a-palooza helps increase involvement on campus as well. Link Crew and Breaking Down the Walls help to make connections and increase connectedness. All of the strategies are Tier 1 so that they impact the largest swath of the student body. Each aspect of the goal can and is distilled down to support Tier 2 and 3 level students.

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

Through the Caring Connections survey we are seeing a difference between students feeling connected on campus to an adult/peer and trusting that adult with confidential information or personal problems. Just because a student did not select that they have a trusted adult on campus does not indicate that they are not connected to campus and campus life. While this is not visible in the survey data it was identified through Empathy Interviews that were completed during the school year. These interviews were targeted to students that said they did not have a caring connection on campus. They were asked more detailed questions such as: Who did they have a connection with? Why wouldn't they connect with an adult on campus about a personal situation? Many students answered that they had off campus adults that they trusted and supported them and that they didn't want to unload their personal issues on their teachers. The correlation between having a high caring connection and personal well being does not align as initially thought. This is still an important notion to ponder and leaves room to grow through our counseling and referral systems. The goal is to support all students. Currently 80% of our students have a caring connection on campus. In house training for Restorative Practices will continue to be offered. The course is a two hour training covers circle practices and focuses on interpersonal interactions/relationships. This work directly impacts how relationships are built and how we support students. It is a students first, relationships first strategy. We know students will make mistakes; it is how they rebuild and how we as adults on campus support them through this process that creates positive change. We have identified a disproportionate rate of suspension and we are actively working to change that. Students that are in the subgroups SWD, SED, and RFEP are suspended more frequently than others. These categories match the categories observed through the Watchlist work and thereby teachers are actually focusing on students in these categories which helps to reduce disciplinary referrals for these students.

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

THS purchased an SEL curriculum called "Can Do U" SEL. The advantage to the new curriculum is that it is a counseling and emotional learning curriculum that is "plug and play." Meaning, teachers do not have to plan the lessons to be able to implement them. THS purchased two different texts to help support teachers with their relationships and classroom/student connections: Nurtured Heart Approach "Greatness Kids Initiative" and International Institute for

Restorative Practices "Restorative Practices Handbook". Teachers were able to select and receive one or both texts at the start of the school year.

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

The goal remains the same as we are aiming to break the 90% caring connections barrier on campus.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

We will increase the number of students completing CTE pathways and provide at least one event for students who are interested in the trades post high school (i.e. Construction, Cooking/Culinary, etc)

We will have 70% of our graduating class meet A-G requirements.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
A-G Ready	70% of the class of 2023 will be A-G ready. This expected outcome was updated in fall 2022 based on the 2022 actual outcomes.	63% of the class of 2022 were A-G ready.
CTE Completers: Students who completed and passed at least two CTE courses in a pathway.	2023: 40% of the class of 2023.	2022: 57 students (31%) of the class of 2022 were CTE completers.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Maintain A-G % from 2021 to 2022 by observing the watchlist and focusing on proactive ways for students to be successful (predominant strategies in Tier 1, etc) and offer remediation for those who need it.	Mid-year check in for students who haven't applied to increase participation in Career Day. A-G % decreased from 2021 to 2022, We have increased our watchlist to include more subgroups and improve readiness in 2023.		
Expand the THS watchlist in 2022-2023 to include D and F; or separate the D and F to choose strategies based on the D or the F and the course.	We added a D list, an LTEL list, and continued with a focus on our SED subgroup population because of the 50% decrease in students from this subgroup on the watchlist.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
From the class of 2022 senior survey results, 22% indicated work/undecided/gap year.	We will address why this number was so much higher than previous years. It will include staff discussion that a gap year might be culturally acceptable, students might not have been accepted into top choice school, and/or were students who have previously said they were going to JC did not actually commit because of the current landscape.		
Career Fair and career interest options.	Offered a career fair in 2022. We will further promote and tailor the event for our students' specific interests in the 2022-2023 school year.		
Additional options to find/support/encourage students who might need additional support to meet the A-G or CTE goal.	We are working with the district to create specific Work Experience/ internship style Credit Based curriculum for our students based on their needs and interests.		

Analysis

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

Our overall implementation that will assist in meeting our goal will be monitoring Truckee High School's A-G eligibility spreadsheet added to the THS watchlist, meeting with students who didn't apply to colleges or universities, Senior Student Success presentations, hosting colleges on campus to meet with students (i.e. TMCC, Sierra College, etc) year round, College Fair in person, and meeting with all 12th grade students to discuss post secondary goals. Our team will educate 9th grade students about A-G and the importance it plays after graduating high school and visit middle schools to educate students earlier and individually academic plan prior to entering THS. We are currently gathering quantitative data on increased % on the A-G readiness tab of the watchlist, number of Individual Learning Plans, how many presentations we have been able to push in during Student Success, and number of outside visitors.

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

By providing opportunities for students to engage with and learn more about post secondary options (i.e. trade schools, community colleges and 4 year universities), we hope to increase our A-G readiness percentage because students will feel more invested in their future plans and see the relevance and importance of doing well in their high school classes (specifically A-G classes). Also with this focus, we will see more CTE completers because of Individual Learning Plans (ILPs) and proactive planning at a younger age.

We use the THS watchlist data to support this work because since implementing the watchlist in the spring of 2020, we were able to focus on over 100 specific students to decrease the watchlist by 50%.

In 2021-2022, we reduced the proportion of Socio economically disadvantaged (SED) population on the watchlist from 70% down to 40%. We know that when we focus on students by name using data such as grades and reading level, they are supported and more successful.

We have increased the watchlist focus to include students with D's and not A-G ready knowing the focus on the F list worked for us before.

We have already seen a 3% increase of the class of 2023 being A-G ready by using this watchlist in one month of implementing the above strategies/activities.

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

Resources needed to support our goal would be a work experience or internship coordinator, additional resources to support student enrichment experiences such as college campus visit and conferences.

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

Since implemented the A-G readiness tab of the watchlist we have tracked:

Currently, 67% of our class of 2023 are A-G ready. In each section, Section A, History: 16% at risk. Section B, English: 20% at risk. Section C, Math: 21% at risk. Section D, Science: 13%. Section E, Language other than English: 13% at risk. Section F, Visual Arts/Performing Arts: 11% at risk. Section G, College Preparation: 2% at risk.

At term 1 progress, 50% of our class of 2024 are A-G ready. In each section, Section A, History: 32% at risk. Section B, English: 32% at risk. Section C, Math: 36% at risk. Section D, Science: 15%. Section E, Language other than English: 27% at risk. Section F, Visual Arts/Performing Arts: 29% at risk. Section G, College Preparation: 17% at risk.

We have changed the A-G goal from 75% to 70% to be sure we meet the goal of students who are A-G ready. This decrease will provide students with higher quality interventions and support to better prepare students in their post-secondary plans.

Our plan for each grade level includes:

12th Grade Planned Actions:

Confirm students who attended Sierra College have sent in their transcripts.

Meet one-on-one with students who can take Edgenuity to recover quarter grades.

11th Grade Plan of Action

Confirm students who attended Sierra College have sent in their transcripts.

Meet one-on-one with students who can take Edgenuity to recover quarter grades.

Map senior schedule.

Develop career/college path plan after high school.

10th Grade Plan of Action:

Transcript audits.

Develop Individual Learning Plans (ILP) to map their Junior and Senior year.

Career exploration through Scoir.

Develop a College of Interest list for each student.

9th Grade Plan of Action

Develop ILP

Career interest development

Educate students and parents on A-G readiness and college admission requirements

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:

Logan Mallonee School Principal

Jackie Feldstein, Jim Bennett, Yvette Herrera Classroom Teachers

JR Murphy Other School Staff

Elena Deluna, Lisa Holan, Bill Nguyen, Jennifer Freeman Parent or Community Members

Ethan Routhier Secondary Students

Name of Members

Role

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 10/27/2022.

Attested:



Principal, Logan Mallonee on 10/27/2022



SSC Chairperson, Elena Deluna on 10/27/2022

2022/2023 Truckee High School

** Allocations are tentative and are subject to change as more information becomes available

		Site Funds					Measure AA (Resource 9103)							District Funds					
Intervention - ALS	Intervention - Additional	Site Op	Lottery	Lottery - Supp ELA Novels	Title 1	Extra Curricular	Music Equip + Supplies	Instructional Materials	PE Equipment	Tech Maint + Supplies	Library Materials	Science Materials + Supplies	Career Tech/VAPA	GF	Intervention/ ALS	District EL	Title 1		
		\$80/pp	\$20/pp	\$7/pp															
RE 0140	RE 0000/ GL 1456	RE 0395	RE 1100	RE 1100/ LO2 428	RE 3010	GL 1211	GL 1530	GL 1110	GL 1572	GL 1292	FN 2420	GL 1595	GL 1274	RE 0000	RE 0140/ LO2 9XX	RE 0791	RE 3010	RE 0999	
2022/2023 Allocation		\$66,880	\$16,720	\$2,508	\$0	\$12,963	\$8,500	\$69,732	\$2,682	\$14,304	\$14,110	\$15,964	\$59,898			\$53,161			
FTE	Total Cost																		
0.875	\$57,248		\$4,088													\$53,161			
Total Funds Used		\$0	\$0	\$4,088	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$53,161	\$0		\$0
Remaining Funds		\$0	\$0	\$62,792	\$16,720	\$0	\$0	\$12,963	\$8,500	\$69,732	\$2,682	\$14,304	\$14,110	\$15,964	\$59,898	\$0	\$0		\$0