School Year: **2023-24**

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	John Neuberger
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	9/20/2023
Schoolsite Council (SSC) Approval Date	9/2/2023
Local Board Approval Date	11/15/23

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: August 23, 2023 and September 13, 2023. 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 September 21, 2023.

ELAC: Meeting date for SPSA review, questions and comments on September 19, 2023. Here are THS ELAC's comments:
Vision & Purpose
Curriculum - what additional supports for academics, tutoring, instructional aids, bilingual supports are available to students?
hw/missing assignments, be mandatory to stay with the teacher, put on a watchlist and hold accountability, be more strict with missing assignments.
Learning & Teaching - More options for EL, more than just a student who is paired up with them. How often are students using free tutoring? - make it mandatory?
Work/school balance - teaching students school is a priority and time management
School Culture and Support - Use SS to motivate students to take AP and honors classes
Teach more academic success skills

Questions:
Do students get college credit when they pass the AP Spanish test but do not take the class?

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.
SPSA Feedback:
Goal 1:
Parent response:
I like this plan as I think it is a new plan and want to see how the students are going towards this new goal. We might have to change the goal but I like that we have it.
Goal 2:
Parent Question:
How are we going to achieve these percentages?
Yvette responded that the new math curriculum has a lot of built in supports to help ensure student growth and mastering content. We are offering a lot of opportunities for staff to collaborate and practice (peer observations) and best practices on how to teach the curriculum.
Parent Question:
My son doesn't like math and if he needs help with math and they call me to schedule a meeting, they have my permission, but he doesn't like math, so what do we do in this case?
Yvette responded that we offer a lot of tutoring support and we are hoping that the new curriculum will help the motivation in math.
Because if you ask a teenager if they want help, of course they aren't going to take it. So it won't be an option but say it is what they have to do.
Are the students going to be informed of these plans?
Yvette responded, Yes, students are going to be presented with the information in Leadership class.
Is the CASPP and ELPAC measuring language levels? Alejo responded, CASPP is given to all 11th grade students. They are tested in their English proficiency in reading and writing and they are tested in math. ELPAC is given to English Language learners to determine language proficiency and help move towards redesignation.

If you are going to have the juniors take the CASPP test and why not have them start them when they are freshmen and so you can monitor their growth each year so they can perform better when they are juniors?
Alejo responded, it is a state decision to take at 11th. It used to be that they took it each year, but that went away 10 years ago. A big reason was that there was a lot of feedback that there were too many state exams instead of learning new curriculum.
If you want to take into consideration it would be good to think about the idea of taking the exam as freshmen and not wait until junior year. Laurie responded: English department and math department are discussing using the interim CAASPP assessments to help see student achievement and progress towards these goals.

For instance, for newcomers, they come from Mexico and she failed English and would it be more accurate to first pass ELPAC before.

Laurie responded, it is a delicate balance to find between meeting graduation requirements while students are learning the language. We are drafting a newcomer program and best practices. Perhaps this would be good future ELAC meeting.

Maria shared that she took sheltered english and math classes and that helped her pass.

Norma shared, she thinks we should have a consideration and the expectation should be given for newcomers. This is in the benefit of the students because if they have the support they will be successful.

We want more support for newcomers. And how can we give more support to testing for students starting grade 9?

Goal 3:

Possibly we can community service opportunities out into the community to build gratitude to our environment and community.

Did we have a survey to establish this goal?

Alejo responded: Yes, CA Healthy Kids Survey (9th and 11th grade in the spring) which asks a lot of questions about how the kids feel about the school, safety, etc. We also do Caring Connections survey (all grades in the Fall) to see if students have an adult on campus that they feel connected to. Teachers then follow up on their caring connections. The feedback we got from these surveys is what helped set this goal versus the students telling us what the goal should be.

This program for every student in every classroom, when her daughter was in middle school she really didn't like school and really didn't want to go to school. When we started at THS, I asked her what she thought of this school, and she said, "Good. I like this school." Her daughter didn't want to go to school in 8th grade because of bullying.

And for parents, we feel comfortable sending our kids to school.

If you guys want us hear to have an opinion, when you did those surveys, was something wrong, maybe bullying or substance abuse? Yvette responded: Not necessarily. SEL is about all encompassing all students in making sure they feel supported in this class.

It would be good to have more emotional support. Her daughter was being bullied at school. So we need more emotional support at school for students to feel comfortable opening up and being supported. Yvette responded: We have a curriculum that is being taught in SS every week. We are working on bringing more. It would be good to have more conversations with parents so they feel comfortable coming in to talk to someone if their students share something with the parents and the parents want to talk to the school about it.

There is a lot drug use in the bathrooms. This needs to be addressed. When the teachers are in their classrooms, no one is going into the bathrooms. John responded: we have 2 campus monitors and 3 administrators, and teachers that check. But new this year is that the doors are propped open so it is harder for students to do things if the doors are open. My student said that he couldn't go to the bathroom and won't tell anyone because he doesn't want to be in trouble with the students who are smoking.

When my daughter was in middle school, she saw students doing things in the bathroom and she went and told the office. The girl who was smoking retaliated on the girl who reported. John said, that is not uncommon even as adults. We don't always report things that we see happening. It is our job as the adults, yes you do need to report that. Our goal is to help students have an adult on campus that we can report too. Having the bathroom door open is making a huge difference. The kids are smart. They know where to hide a vape pen. If they are caught, there isn't much more we can but search their bags.

Laurie shared, we have also increased our response to students who have been caught using substance on campus.

John shared our student leadership group Athletes Committed is doing a year long speaker series during student success around issues including vaping and tobacco use. The Gateway Mountain Center is on campus facilitating an addiction support group with anyone who wants to go. We have a full time social worker on campus and a Wellness Center Liaison.

SSC vote and approval and final comments and questions on October 19, 2023. 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 Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.24%	0.34%	1	2	3
African American	0.7%	0.36%	0.22%	6	3	2
Asian	0.7%	0.72%	0.56%	6	6	5
Filipino	%	%	0%		0	0
Hispanic/Latino	32.7%	31.82%	32.47%	270	266	289
Pacific Islander	0.1%	0.12%	0.22%	1	1	2
White	60.9%	61.24%	60.45%	502	512	538
Multiple/No Response	4.0%	4.07%	4.27%	33	34	38
			Total Enrollment	825	836	890

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	225	203	257
Grade 10	224	224	207
Grade 11	190	223	218
Grade 12	186	186	208
Total Enrollment	825	836	890

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.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	37	31	37	4.5%	3.7%	4.2%
Fluent English Proficient (FEP)	202	195	200	24.5%	23.3%	22.5%
Reclassified Fluent English Proficient (RFEP)	6			16.2%		

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

By the end of the 2023-2024 school year, Truckee High School will decrease the racial disparity between White and Hispanic students, as measured by CAASPP SBAC ELA results, by half (this year the disparity is 32%, we will reduce that by approximately 15%).

Site Goal 1A: By the end of the 2023-2024 school year, 80% of English Learner students who were tested on the ELPAC in 2023 will improve their 2024 ELPAC overall scores.

LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Basis for this Goal

We want to increase the CAASPP ELA goal by 10% because we have seen stagnant scores in ELA from grade 11 for the last five years. We hope to see an increase based on the strategies listed below.
Using ELPAC has allowed us to track growth of our ELs; even if they are not proficient, we want to see growth from year to year.
Similarly, using STAR, we are transitioning to use SGP to track growth and want to see growth in all of our students reading level.
Overall, seeing growth in ELPAC, CAASPP, and STAR should have a positive effect on decreasing our students receiving a grade F and thus decreasing the number students on the THS watchlist. We use the watchlist as an overall indicator because grades are important to student success at the high school level to be college and career ready.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	CAASPP SBAC: ELA 2022-2023 ALL: 65% Hispanic: 45% White: 77% EL: 0% RFEP: 44% SED: 30% SWD: 15%	CAASPP SBAC: ELA 2024 ALL: 68% Hispanic: 50% White: 82% EL: 5% RFEP: 49% SED: 35% SWD: 20% 2024 Reduction in Disparity between White and Hispanic by 15%
ELPAC	ELPAC 2022-2023: 40% Proficient	2024 - 50%

Metric/Indicator	Baseline	Expected Outcome
	24% ELs improved by at least one level on Overall ELPAC score 66% Not met 7 students showed growth 15 students Reclassified (2 were both Reclassified and showed growth)	
STAR SGP	STAR Fall 2022-2023 ALL: 60% Hispanic: 27% White: 56% EL: 0% RFEP: 24% SED: 13% SWD: 14% STAR Whole School Proficiency: 9th Grade: 130 10th Grade: 114 11th Grade: 107	STAR SGP Fall 2024

Planned Strategies/Activities

Strategy/Activity 1

Academic Discourse as a focus to improve instructional access for all students, especially EL students and RFEP students in all classes.

Long-term ELL students (LTEL) students as to be a focus for the Watchlist, and create a plan to improve growth on the ELPAC.

Academic Discourse is a focus for the district in order improve tier 1 instruction and access for ELs and RFEPs in all classes.

Students to be Served by this Strategy/Activity

Long term ELL subgroup
RFEP students

Timeline

Fall 2023-Spring 2024.

Person(s) Responsible

Instructional Leader
All teachers
EL Coordinator
ELD Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

EL monitoring and language development activities in ELD.

Students to be Served by this Strategy/Activity

EL and RFEP students

Timeline

23-24 school year

Person(s) Responsible

EL Coordinator
ELD Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Continue to diversify our curriculum (novel units) to reflect diverse writers with emphasis on our Hispanic target population.

Students to be Served by this Strategy/Activity

All students, specifically from underrepresented groups

Timeline

BOY, MOY, and EOY

Person(s) Responsible

EL Coordinator
ELD Teachers
Instructional Leaders, whole department

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Develop a department generated common assessment (or multiple) to track student growth on priority standards throughout the year, across classes/teachers, etc.

This will give us a secondary measure of disparity among students in ELA.

Students to be Served by this Strategy/Activity

All students

Timeline

23-24 school year

Person(s) Responsible

Instructional Leader, department

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

By the end of the 2023-2024 school year, Truckee High School will increase overall CAASPP SBAC: Math results by 10% as measured by CAASPP SBAC: Math.

All juniors at THS will take the CAASPP SBAC: Math assessment at the end of their junior year. Each subgroup will increase by 10%.
Subgroups: Socio-Economically Disadvantaged, Students with Disabilities, English Language Learners.

LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life. New curriculum will be adopted this year in the hopes of increasing academic discourse around math. The chosen curriculum builds mathematical vocabulary and addresses individual growth.

Basis for this Goal

We want to increase the CAASPP Math goal by 10% because we have seen declining scores in our SBAC data from grade 11 for the last year. We hope to see an increase based on the strategies listed below.
The math department will be implementing a new math curriculum this school year to address declining math scores on the CAASPP. The new curriculum has an online AI platform (Mathia) that provides individually paced student progress. It responds to student's learning based on their performance. Teachers are able to identify students in need of remediation as well as advanced learners through the Mathia reports. In addition to its online presence, the new curriculum also highlights and encourages the use of academic vocabulary. Academic discourse is enhanced in the new curriculum by providing at least 4 suggestions for teachers to use specific questions to support discourse. Differentiation strategies to support all learners is also included in the new curriculum.
The math department has chosen to use CAASPP math assessment results to compare to previous class results to track growth. The department wants to see growth in all of our student subgroups for the coming year.
Overall, seeing growth in CAASPP should reduce the number of students on the THS D/F watchlist. We use the watchlist as an overall indicator because grades are important to student success at the high school level to be college and career ready.
Through the use of our new curriculum students will be prepared for college, career, and life.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	CAASPP SBAC: Math 2022-2023 ALL: 34% Hispanic: 12% White: 46% EL: 0% RFEP: 6% SED: 0% SWD: 7%	CAASPP SBAC: Math 2024 All: 39% Hispanic: 17% White: 51% EL: 5% SWD: 12%

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

District scheduled CAASPP (May)

Students to be Served by this Strategy/Activity

All students in 11th grade

Timeline

By the end of 2023- 2024 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Implement new curriculum for levels Math 1, Math 2 and Math 3

Students to be Served by this Strategy/Activity

All students

Timeline

By the End of quarter 2 and End of Quarter 4

Person(s) Responsible

Math Department Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Offer midyear CAASPP and review session for students who took math in the Fall term who do not have math in the Spring.

Students to be Served by this Strategy/Activity

Focus on all Juniors who took math in the Fall term and who are not currently in math

Timeline

March or April during SS

Person(s) Responsible

Math teachers. SPED department, and ELD

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative

Goal Statement

By the end of the 2023-2024 school year, Truckee High School will be a physically, socially, and emotionally 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.

Culture and Climate Survey Data: 75% of the students will feel a sense of safety, connection, culture and community on campus.

Substance Abuse: Decrease the number of students who are repeat offenders for campus substance abuse through the use of ongoing support and monitoring groups during the course of the year to overcome the abuse issues.

1)Gathering data on repeat offenders and effective programs available
2)Suspension Rate: 10% point decrease in suspensions for our SWD, SED, and EL populations.
3)Attendance: Reduce chronic absenteeism and start SART contracts earlier in the year.
4) California Healthy kids survey taken every other year to get an overall view of the drug/alcohol use on campus. This survey was completed in the 22-23 school year. THS received the data September 2023.

LCAP Goal

By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data.

Basis for this Goal

Truckee High School is committed to creating strong connections between students and staff. Having a strong connection to an adult on campus helps reinforce positive decision making, school involvement, and increases student and staff happiness. Having a strong connection to campus life increases the probability of academic success and higher achievement. When students feel like they can identify and showcase their personal beliefs and culture on campus safely, their behavior will improve. Correcting the disproportionality in the suspension rate is a major part of the relational trust that THS is working to build with students, staff, and families. Addressing the on campus substance abuse and intentionally targeting the repeat offenders through an ongoing support group, and involving parents in interventions, will help modify their behaviors. By working to increase the strength of relationships on campus we aim to reduce the number and type of suspendable disciplinary infractions. Working to balance the suspension rate of Hispanic, Students with Disabilities, and Socioeconomic Disadvantaged subgroups to match the percentages of those populations at THS is a priority

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	Suspension Rate: 2022-2023 Suspension Rate: School Level Data Eligible Enrollment: 935 Suspensions: 29 Unduplicated: 14 Suspension Rate: 3.1% Stu w/1 Sus: 48.3% Stu w/Mult Sus: 51.7% ALL: 3% White: 41% Hispanic: 24% SED: 10% EL: 3% SWD: 28% At least 1 Suspension: ALL: 0.86% White: 0.85% Hispanic: 1.95% SED: 1.37% EL: 3.03% SWD: 3.88%	Suspension Rate: 2024 Per Dataquest ALL: 5% White: 45% Hispanic: 45% SED: 50% EL: 25% SWD: 25% 2024 School Level Data ALL: White:46% Hispanic: 47% SED: 54% EverEL: 0% SWD: 15%
Caring Connections Survey	2023 88% Caring Connections 22-23 All: 88% 9th Grade: 82% 10th Grade: 87% 11th Grade: 90% 12th Grade: 96%	2024 90%
Chronic Absenteeism	Chronic Absenteeism 22-23 Eligible Enrollment 916 Chronic Absenteeism 204 stu. All: 22% White: 19% Hispanic: 28% SED: 30% EL: 23% SWD: 18% (not calculated in CALPADS) RFEP: 28%	23-24 Eligible Enrollment 902 Chronic Absenteeism 185 students All: 17% White: 14% Hispanic: 25% EL: 18% SWD: 15% RFEP: 23%

Planned Strategies/Activities

Strategy/Activity 1

Truckee High School will continue Culture/Climate Work including Leadership activities and events.

Students to be Served by this Strategy/Activity

Hispanic, SED, SWD, SEL

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Watchlist data, Caring Connections Survey Data.
Create (or add to Caring Connection) a Connection Survey to gather data about students' perception of safety and well-being, identification, culture, etc. Once data is gathered an action plan can be formed to address any discrepancies.
Develop a tiered response to drug/alcohol/vape incidents for first through multiple offenses.
1. Assigned detention and enroll in digital diversion class (Everfi)
If IEP accommodations are needed support or modifications will be made
Mandatory school counselor meeting for resources
2. Enroll into 5 week after school diversion class
3. Enroll in a community based diversion class outside of school hours
4. Daily or randomized administrative check in
5. Suspension

Students to be Served by this Strategy/Activity

All Students

Timeline

End of Quarter 2 (January)

Person(s) Responsible

Counselors, and Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Social Emotional Learning Lessons and student connectedness activities.

Students to be Served by this Strategy/Activity

All students, specifically Hispanic, SED, SWD, ELL

Timeline

End of school year quarter 4

Person(s) Responsible

All teachers, Administrators, and counselors.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

College Career Readiness

Goal Statement

We will increase the number of students completing CTE pathways by 10% 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 75% of our graduating class meet A-G requirements.

Create a measurable baseline data and have a metric to refer to towards CCI growth.

LCAP Goal

Goal #1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Goal #2: By 2023- 2024, TTUSD implements effective and consistent instructional practices that meet the needs of all students.

Goal #3: By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data.

Basis for this Goal

THS believes that focusing on CTE completers is possibly a more accessible open door than other indicators listed by the state. Since we offer 4 pathways, we want to plan students' courses earlier so they can complete more than one of the indicators on the CCI list before senior year.

We will continue to focus on A-G readiness as it is on the CA dashboard as an important indicator. Last year, we hired an A-G counselor whose focus is on tracking, monitoring and increasing our A-G readiness among our students. Also, Statistics now satisfies a third year of math for A-G (in the past, only Math 3 counted) so that might contribute to more A-G completion among students.

The State Board of Education approved multiple measures to designate a student as college and career ready. As a first step, we will analyze our data to determine how many students meet the indicators using all measures, then we will determine the next steps. Increasing the number of ways we can designate students college and career ready will allow us to focus on student strengths.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
A-G Ready	2022-2023: All: 70% White: 57.7% Hispanic: 46.3% RFEP: 47.8% SED: 46% SWD: 20%	2024: 75%

Metric/Indicator	Baseline	Expected Outcome
	EL: 0%	
CTE Completer Rate	2022-2023: 44%	2024: 49%

Planned Strategies/Activities

Strategy/Activity 1

2023:During October 2023 THS Counseling Team hosted a college and career fair. This event had over 34 groups including 2 year and 4 year colleges, unions, career pathways, and local businesses. The event had over 14 non college-bound pathways represented. During CTE classes a strategy has been to introduce interview skills, resume writing, etc in CTE programs such as Welding and Emergency Response.

2024: THS continued to utilize a dedicated A-G counselor to focus on A-G readiness among our students and increase the number of students who are eligible to apply to a UC/CSU. This counselor focused on ILPs (Individualized Learning Plan) for all 11th and 10th grade students. They start by initially working with subgroup students during to establish A-G awareness and a high school course plan.

2022-2023 increase watchlist to D and F or separate the D and F to choose strategies based on the D or the F and the course.

Students to be Served by this Strategy/Activity

All students specifically in grades 11 and 12.

Timeline

By the end term 3 of the 2023- 2024 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

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.

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

Site 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	CAASPP SBAC: ELA 2023 ALL: 73% Hispanic: 50% White: 81% EL: 16% RFEP: 54% SED: 52% SWD: 23%	CAASPP SBAC: ELA 2022-2023 ALL: 65% Hispanic: 45% White: 77% EL: 0% RFEP: 44% SED: 30% SWD: 15%
ELPAC	ELPAC 2022 - 85%	ELPAC 2022-2023: 40% Proficient 24% ELs improved by at least one level on Overall ELPAC score 66% Not met 7 students showed growth 15 students Reclassified (2 were both Reclassified and showed growth)
STAR SGP	STAR SGP Fall 2022 BOY	STAR Fall 2022-2023 ALL: 60% Hispanic: 27% White: 56% EL: 0% RFEP: 24% SED: 13% SWD: 14% STAR Whole School Proficiency: 9th Grade: 130 10th Grade: 114 11th Grade: 107

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Long-term ELL students (LTEL) students as to be a focus for the Watchlist, and create a plan to improve growth on the ELPAC.	Implemented as planned.		
Time at the beginning of Spring Semester to identify sub-group students including reading levels	Implemented as planned.		
Looking at growth (SGP) for STAR goals to uphold growth regardless of reading level. This would account for and celebrate all growth for all student populations.	Partially Implemented.		
Planning a Tier Two intervention measurement matrix including the criteria we are using to test in and out using a diagnostic after the STAR.			

Analysis

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

The Watchlist and ELL focus was successful and helped us to identify a new area of need. Academic Discourse is a district wide instructional practice focus.
Professional development is being embedded into staff meetings, including PDSA cycles, and cross departmental collaboration.
Teachers are collaborating around best practices and strategies during PLCs around academic discourse.
Walkthroughs, posted learning objectives with criteria for mastery are consistent practices .
Use of Proficiency Scales in all classes. Posted Predominant Strategies across classrooms.
PDSA Cycles revolving around site and department strategy. PLC time dedicated to student analysis was very supportive of the goal

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

The strategies were effective in supporting students and empowering teacher focus on subgroup populations. Students overall are struggling to increase their ELA score for the last five years. THS wants to see growth in all student reading levels using the STAR Reading Assessment. English learner students and students with disabilities are not meeting ELA standards across the grades compared to other student groups. Even if EL students do not test as proficient, we want to see growth from year to year. We will continue to analyze and provide intervention programs and support to EL, RFEP, and SED populations within core classes. The English focus group decided that if we step back and support all EL

students we may be able to see more growth than a micro focus on Ever EL's. This theory will be put into action during the 23-24 school year. The THS staff will be focusing on setting specific Academic Discourse strategy goals. This includes the identification of a strategy and incorporating it into a Plan-Do-Study-Act goals for each semester.

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

NA

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.

There is a larger disparity between all Hispanic and White students in their CAASPP scores for English. This is a lens with which we will continue to support our EL students. This came out of our work with on the SPSA and WASC. Specifically being able to review student data from CAASSP multiple times throughout the school year in focus groups helped to reshape the goal and vision. Continue to analyze and provide intervention programs and support to EL, RFEP, and SED populations within core classes. Departments will use common assessments, grading structures, and student expectations to provide consistency and reliability across campus.
Fully implement an academic MTSS support system site wide with an emphasis on tier 1 instruction in math and ELA. This will be supported by increased data analysis in PLC's to monitor students' needs and progress, especially EL, LTEL, and SED students to guide instruction.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

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

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: 56% Hispanic: 33% White: 64% EL: 16% RFEP: 33% SED: 39% SWD: 16%	CAASPP SBAC MATH: ALL: 34% Hispanic: 12% White: 46% EL: 0% RFEP: 6% SED: 0% SWD: 7%
AIB Math Data	2022 BOY All 27% Hispanic 12% White 38% EL 0% RFEP 11% SED NA SWD NA	All 32% Hispanic 17% White 43% EL 5% RFEP 16% SED NA SWD NA

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.	Implemented as planned.	None Specified None Specified	
Increase academic conversations around math.	Partially implemented.		
PLC around the results from BOC to EOC for Fall and for Spring	Implemented as planned.		

Analysis

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

The implementation was completed however the strategies did not produce an increase in scores. Scores decreased. Academic discourse is a district wide focus in the new curriculum by providing at least 4 suggestions for teachers to use specific questions to support discourse. Differentiation strategies to support all learners is also included in the new curriculum. Overall, seeing growth in CAASPP should reduce the number of students on the THS D/F watchlist. Increased number of students A-G ready.

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

CAASPP Math 11th grade scores have declined last year. We hope to see an increase based on the strategies listed below.
Reduce the number of students on the THS D/F Watchlist.

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

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.

Departments use of common assessments, grading structures, and student expectations provide consistency and reliability across campus.
Continue to analyze and provide intervention programs and support to EL, RFEP, and SED populations within core classes.
Continue to focus on making all students A-G eligible and add courses for life eligibility and AP/advanced enrollment for all student populations. In addition, provide support, courses, and pathways to students that are not on the college track and benefit from the non-traditional paths of CTE/Work experience pathways.
A new curriculum is being piloted this year which has already increased academic discourse via anecdotal teacher feedback.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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: 10% point decrease in suspensions for our SWD, SED, and EL populations.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	Suspension Rate: 2023 Per Dataquest ALL: 5% White: 45% Hispanic: 45% SED: 50% EL: 25% SWD: 25% 2023 School Level Data ALL: White:46% Hispanic: 47% SED: 54% EverEL: 0% SWD: 26%	Eligible Enrollment: 935 Suspensions: 29 Unduplicated: 14 Suspension Rate: 3.1% Stu w/1 Sus: 48.3% Stu w/Mult Sus: 51.7% ALL: 3% White: 41% Hispanic: 24% SED: 10% EL: 3% SWD: 28% At least 1 Suspension: ALL: 0.86% White: 0.85% Hispanic: 1.95% SED: 1.37% EL: 3.03% SWD: 3.88%
Caring Connections Survey		Caring Connections 22-23 All: 88% 9th Grade: 82% 10th Grade: 87% 11th Grade: 90% 12th Grade: 96%
Chronic Absenteeism		Chronic Absenteeism 22-23 Eligible Enrollment 916 Chronic Absenteeism 204 stu.

Metric/Indicator	Expected Outcomes	Actual Outcomes
		All: 22% White: 19% Hispanic: 28% SED: 30% EL: 23% SWD: 18% (not calculated in CALPADS) RFEP: 28%

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.	Implemented as planned.		
Watchlist data, Caring Connections Survey Data.	Implemented as planned.		
Social Emotional Learning Lessons and student connectedness activities.	Partially implemented		

Analysis

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

THS identified strong connected relationships between students and staff as well as strong connection to campus life. The strong connections between students and staff helps increase the probability of academic success and higher academic achievement. There has been a reduction in the number and type of suspendable disciplinary infractions with an increase in alternative means of correction prior to suspension.

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

THS got to 88% on our Caring Connections Survey. This is the closest we have come to 90% over the last 5 years. We will retain all aspects of the plan in an attempt to make our long term goal of 90% connections. We have added more clubs and extra curriculars as well. We were able to reduce our suspensions of students with disabilities through focussed work on our Watchlist. This is a major success.

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

NA

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.

Create and agree to acceptance, inclusion, and equitable outcomes in order to support students with an inclusive educational lens.
Agree upon schoolwide expectations to include homework, grading policies, and overall accountability of students and staff. A new survey that monitors student sense of physical, social and emotional safety on campus among peers.
According to the surveys, students will be more connected to school and campus life.
Decreases in absenteeism over the course of the year and a decrease in the total number of students on the watchlist.
Decrease in suspension rates
Decrease in repeat offender rates.
Everfi course completion rates
After School and community diversion course enrollment and completion rates.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 75% of our graduating class meet A-G requirements.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
A-G Ready	2022: 75% 2023: 75%	Percent of Graduating Class Meeting A-G Requirements: 2022-2023: All: 70% White: 57.7% Hispanic: 46.3% RFEP: 47.8% SED: 46% SWD: 20% EL: 0%
CTE Completer Rate	2022: 44%	2023: 49%

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. 2022-2023 increase watchlist to D and F or separate the D and F to choose strategies based on the D or the F and the course.	Implemented as planned.		

Analysis

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

THS is no longer exclusively focusing on the college-bound pathway. We have identified the need for increased trade and career based support for students. THS Introduced interview skills, resume writing, etc in our Welding program and expanded this to break out sessions during the College and Career Fair. THS Increased the number of students who are eligible to apply to a UC/CSU. The A-G counselor focused on ILPs (Individualized Learning Plan) for all 11th and 10th grade students to make planning and goal setting more explicit. THS focussed on subgroups first by roster then strategized the implementation of Watchlist data tracking.

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

Data indicates more students need to meet A-G readiness, college and career readiness indicators, especially the EL subgroup.
Data indicates more EL and SWD students need access to the CTE pathways and AP/Advanced courses.
Data indicated a need to increase tier 1, acceleration, and intervention programs for EL, RFEP, SWD, and SED populations.
THS initiated a multi-tiered college and career fair with almost a 50% split between careers and colleges. Additionally, the A-G Counselor is dedicated to increasing the A-G completion rate as well as helping career bound students find a post high school plan that they are excited by. The addition of more CTE classes helped students find more focus in potential career pathways of interest.

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

NA

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.

Improve the opportunities Truckee High School students have to complete a CTE pathway in order to increase college and career readiness and our College Career Indicator (CCI) goals.
Continue to focus on making all students A-G eligible and add courses for life eligibility and AP/advanced enrollment for all student populations.
In addition, provide support, courses, and pathways to students that are not on the college track and benefit from the non-traditional paths of CTE/Work experience pathways.

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:

John Neuberger School Principal

Ryan Megnin, Linda Lessner Classroom Teachers

Cherise Williams Other School Staff

Elena Deluna, Kellie Cutler, Bill Nguyen, Jennifer Freeman Parent or Community Members

Peyton Bell, Gavin Cole, Bryn Kidd 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
	English Learner Advisory Committee

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 09/21/2023.

Attested:

	Principal, John Neuberger on 09/21/2023
	SSC Chairperson, Elena Deluna on 09/21/2023

School Plan for Student Achievement (SPSA) ATSI Amendment Spring 2023

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date
Truckee High School	3138500	6/1/23

Purpose and Description

The purpose of this plan is to provide Additional Targeted Support and Improvement to reduce the suspension rate of students with disabilities**.**

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan was developed using continuous improvement practices. The following steps were taken.

1. A review of state and local assessment data for students with disabilities was conducted.
2. A comprehensive needs assessment that included root cause analysis was completed.
3. A review of LEA and school-level budgeting was done in order to identify resource inequities and budgets were adjusted accordingly.
4. Evidence-based interventions were identified and selected for implementation.
5. Annual measurable outcomes were chosen along with local assessments that can be used for progress monitoring.

Although this plan is developed to specifically address the needs of Students with Disabilities, the selected interventions align with the broader work of the entire school site and district.

For example, the selected interventions align with the following SPSA goals and activities.
ELA and Math Goals - strategy: provide targeted support in high needs classes with bilingual and resource instructional aides or co-teachers
All of the school climate goal - increasing caring connections, decreasing suspension and chronic absenteeism - Strategies: improving tier 1, 2, and 3 SEL intervention strategies, improve attendance and discipline focused interventions, and PD on restorative practices and alternatives to suspension

Further, this plan aligns with goals two and three of the **TTUSD LCAP**.
Goal #2- By 2023- 2024, TTUSD implements effective and consistent instructional practices that meet the needs of all students.

Goal #3- By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7, and 8; HRS Level 1)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this ATSI amendment?

Involvement Process for the ATSI Amendment

Site Council 6/1/23
ELAC 5/23/23
Staff Meeting 5/17/23
Student Leadership - discipline/suspension alternatives 5/16/23
Special Education PLC 5/17/23

Discussion Questions:
Ideas on potential causes of this discipline gap
Ideas on alternatives to suspension
Ways to reduce/prevent incidents of potential violence (threats, harassment, fighting, weapons) and drug/alcohol use/possession

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

As a result of our needs assessment, based on the nature of our discipline infractions that resulted in suspension, there is a need for increased SEL and conflict resolution skills development specifically for our students with disabilities.

We also identified a need for a higher level support plan for students with multiple drug offenses - after they have already completed the drug diversion program.

ATSI Goals, Strategies, Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

ATSI Goal 1

Reduce the suspension rate of students with disabilities - bring in line with overall suspension rate

Identified Need

26% suspension rate of SWD in 21-22 compared to 2.4% overall suspension rate in 21-22 **Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	Very High 10.2%	Medium (Less than or equal to 4%)
SPSA Goal 3 Suspension Rate	26% Suspension Rate	Less than or equal to 4%
SARC Part C: Engagement Suspension Rate by Student Group	26% Suspension Rate	Less than or equal to 4%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students with a focus on Students with Disabilities. Increase availability of counseling services for students on campus.

Strategy/Activity

Enhance Social Emotional Learning Supports at Tier 1, 2, and 3

Tier 1 - Incorporate conflict resolution, anger management, positive relationships, drug and alcohol use, coping skills, and respectful communication into Tier 1 SEL curriculum in addition to 9th grade Health curriculum. Can Do U, assemblies and presentations. Increase parent and community education and outreach. Restorative/Social Emotional Learning Activities 2 times per week per class. Open access to Wellness Center with grounding activities such as guided mindfulness.

Tier 2 - Supplemental social skills curriculum and groups for students including conflict resolution, anger management, positive relationships, coping skills and respectful communication. Anger management courses for teens. Identify an anger management intervention course to be offered by the community (potentially on campus) as an alternative to suspension for students with multiple offenses related to harassment, defiance, and violent

outbursts. Increase targeted celebrations for struggling students. Nurtured Heart approach celebrations by all staff.

Tier 3 - Incorporate behavior goals in student IEPS when there is an initial harassment/threat incident involving a student with an IEP.

Increase the availability of counseling services on campus for students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Title II funds for teacher training *$40,000*	Learning Recovery Emergency Block Grant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(add ATSI sub group)

All Students with a focus on Students with Disabilities

Strategy/Activity

Whole School assembly with people sharing real life experiences with Drunk driving, recovering addiction, vaping

Athletes committed revamp

Bring back Shattered Dreams/Every 15 minutes program

Develop a tiered response to drug/alcohol/vape incidents for first through multiple offenses.

1. Assigned detention and enroll in digital diversion class (Everfi)

If IEP accommodations are needed support or modifications will be made

Mandatory school counselor meeting for resources

2. Enroll into 5 week after school diversion class

3. Enroll in a community based diversion class outside of school hours

4. Daily or randomized administrative check in

5. Suspension

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$15,000 for groups	Learning Recovery Emergency Block Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(add ATSI sub group)

All Students with a focus on Students with Disabilities

Strategy/Activity

Professional Development for Level 1 and Level 2 restorative practices, alternatives to suspension, and de-escalation techniques.

Expand Restorative Practices training so that all staff members, teachers, and classified are trained in both RP and Nurtured Heart.

Offer **The Nurtured Heart Approach** training in the New Teacher Academy (for new teachers hired to TTUSD) in order to grow teacher/student connections and build a sense of belonging through The Nurtured Heart Approach, which gives language and skills for the teacher to say, "I see you, and you are valuable" to each student.

Staff meeting time to develop a restorative culture through Social Emotional Learning and team building.

Increased follow through on formalized restorative conversations

Continue Caring connections work. Leverage a student's Caring Connection to help in restorative conversations when appropriate.

 The Nurtured Heart Approach training in the New Teacher Academy (for new teachers hired to TTUSD) in order to grow teacher/student connections and build a sense of belonging through The Nurtured Heart Approach, which gives language and skills for the teacher to say, "I see you, and you are valuable" to each student.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$6,000	Lottery and Site PD Money

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(add ATSI sub group)

All Students with a focus on Students with Disabilities

Strategy/Activity

Revisit and update TTUSD discipline matrix.

District led review and revision of the district discipline matrix to bring it in line with changes in law and to reflect increased alternatives to suspension

Increase clarity amongst staff regarding discipline matrix

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
NA	NA

Recommendations and Assurances

The SSC reviewed the content requirements of the Additional Targeted Support and Improvement (ATSI) plan included in this SPSA amendment and believes all such ATSI requirements have been met. This SPSA ATSI amendment 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 for the ATSI subgroup.

This SPSA ATSI amendment was adopted by the SSC at a public meeting on **[insert date]**.

Attested:

Logan Mallonee

_____   _____   Principal, Logan Mallonee

Elena DeLuna

_____   SSC Chairperson, Elena DeLuna

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the

TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.