



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	
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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.

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 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.

Stakeholder 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 has worked on the site plan since September and revised it last on February 2, 2022.

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):

SSC: February 15 for first draft review. In that meeting, Kristin Henry made comment of how impressed she was with the evolution for the good of the THS site plan and how inclusive it is.

Kristin Henry mentioned how well done and inclusive the meeting and Site Plan presentation was.

Kelly Cutler asked about Handwriting skills
Handwriting is not in the standards at THS to be taught
Adulting Class

THS will suggest Elementary Schools and Middle schools to address handwriting issues.

One SSC member via email: "I just had a question about the previous reading program that was used - the Power reading. I heard from some teachers at LC that the kids like Achieve 3000 better because it's more catered to their interest. Although the nice feature about the other reading program was that the students had to read it out loud to the teachers. I was wondering what was the efficiency of the other program in comparison with Achieve 3000 and what is the cost difference? I know you mentioned that the district pays for it .

Thank you for your answer. Btw your presentation was very helpful and the information was clearly presented ;-)

Logan's response: The data is much more supportive of growth with Achieve rather than Power Reading. I am sharing the data right now with lit ss teachers to track for the pilot and will share with SSC after this term. While oral fluency is a component of learning to read, students learning to read need word recognition and language comprehension first to make oral reading more automatic.

and final approval meeting March 9, 2022.

ELAC: March 1, 2022.

Marisol Duran asked: For the students who received a D, do the students get told that they need to repeat the class, or is it up to the students to request to repeat the class?

Yes they are told, and yes it is up to the parents and students if they retake it. They can retake the class or use All counselors tell the students that they ended the class with a D and to retake their class to be A-G eligible. Credit recovery is now completed by edgenuity. Students can do online or in-person to redo the class and have a better grade on the transcript for the same class. it does not change the transcript does show both grades
Is that if get it in more than one class or just one class?

Yes, they are told for every class.

Patricia Ortiz asked: In regards to the counselors, are they open to all questions that students might have or are they only focused on certain things?

They are open to all questions. They focus on social-emotional concerns as well as grades and academic questions.

Marisol Duran asked: For the class of SS, do the students have reading goals for their exams that they are taking there? My son is reading below grade level, and I tell him to read at home, but he says he has specific things he has to read at school.

For students reading 2 years or more below grade level they are in literacy SS. Literacy SS does Achieve3000, our literacy program in addition to reading a choice novel. If they are above that, they have to read once book of their choice per quarter. 4 books per year. And they will have more books to read other classes, as that is just for SS. And the best thing you can do is to encourage your student to read at home. If they need help selecting a fun book to read, our school librarian, Mrs. Mallonee, Mr. Neuberger, or any teachers can help them select a good book to read.

Patricia Ortiz asked: What is the difference between going to a university and staying here and going to Sierra College? Universities are 4-year schools and Sierra College is considered a junior college or a 2-year school. It is currently economically advantageous to go to a 2-year school because in California you can get the first 2 years free. That 2-year degree that a student would earn is called an associates degree. It is not equivalent to a bachelor's degree, however, if a student goes to sierra college and successfully completes the requirements, many 4 year colleges have an agreement to guarantee acceptance of those credits and allow students to transfer in. The 2 years at the next school are not free. To really express it fully, students are most successful when they have a full plan coming out of high school for what they are going to do. If a student doesn't have a plan beyond the 2 years, they are less likely to go to a 4-year school afterward. Our goal is for every student to have a plan, so when they graduate, they have a plan on how to start at a 2-year college and then transfer to a 4-year school later.

We are working on a field trip up to Sierra College for students who want to go visit, there will be an introduction, go into classes, and talk to the counselors. This is happening in March. We will put the dates in the Wolverine Weekly this week as we are still finalizing them. Whatever school the student decides to attend after high school, they need to make a connection with a counselor there to make a plan for their next 2 to 4 years.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.13%	0.26%	0.1%	1	2	1
African American	0.54%	0.26%	0.7%	4	2	6
Asian	0.54%	0.52%	0.7%	4	4	6
Filipino	0.13%	0.13%	%	1	1	
Hispanic/Latino	32.8%	32.56%	32.7%	245	252	270
Pacific Islander	%	0%	0.1%		0	1
White	61.85%	62.02%	60.9%	462	480	502
Two or More Responses	3.35%	3.88%	4.0%	25	30	33
Not Reported	0.67%	0.39%	0.7%	5	3	6
Total Enrollment				747	774	825

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	204	219	225
Grade 10	194	197	224
Grade 11	176	188	190
Grade 12	173	170	186
Total Enrollment	747	774	825

Conclusions based on this data:

1. THS school enrollment continues to increase each year.
2. Our student group enrollment percentage for our white and Hispanic/Latino 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. We are working to have courageous conversations about race at THS.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	41	32	37	5.5%	4.1%	4.5%
Fluent English Proficient (FEP)	186	202	202	24.9%	26.1%	24.5%
Reclassified Fluent English Proficient (RFEP)	9	8	6	15.3%	19.5%	18.8%

Conclusions based on this data:

1. While our EL student group is 4.5%, we offer 5 levels of ELD to support including a newcomer 90 minute course each day.
2. THS focuses on the RFEP student group in student success to provide a tier 2 intervention based on the % of students to ensure we are still tracking progress and success.
3. Using the watchlist data teachers have focused on the aspects needed to be reclassified increasing our % for the last two years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	168		179	158		158	158		158	94		88.3
All	168		179	158		158	158		158	94		88.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2620.		2623.	35.44		36.08	29.75		25.32	20.25		21.52	14.56		17.09
All Grades	N/A	N/A	N/A	35.44		36.08	29.75		25.32	20.25		21.52	14.56		17.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	40.76		38.22	40.76		46.50	18.47		15.29
All Grades	40.76		38.22	40.76		46.50	18.47		15.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	41.67		40.76	45.51		41.40	12.82		17.83
All Grades	41.67		40.76	45.51		41.40	12.82		17.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	27.39		16.56	57.32		70.06	15.29		13.38
All Grades	27.39		16.56	57.32		70.06	15.29		13.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	42.68		38.22	45.22		52.23	12.10		9.55
All Grades	42.68		38.22	45.22		52.23	12.10		9.55

Conclusions based on this data:

1. 18-19 and 20-21 scaled scores are about the same. These are different groups of juniors though our substandards are different success %. For example, listening was a much stronger substandard in 18-19 than 20-21.
2. There was a significant decrease of students % above standard in listening. A lot of students were not in person for CAASPP testing in 20-21 and listening may be more difficult to do well while in distance learning. Back in the classroom, THS has focused on academic discourse in all content areas to increase listening success.
3. The writing substandard continues to be one the strongest substandard for students achieving above standard. The focus on CER in the classrooms could be a proponent for the stronger scores. Each content area uses the predominant strategy claim, evidence, reasoning for students to write and there has been more use of it each year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	169		179	159		162	159		161	94.1		90.5
All	169		179	159		162	159		161	94.1		90.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2619.		2616.	20.75		24.84	24.53		20.50	34.59		25.47	20.13		29.19
All Grades	N/A	N/A	N/A	20.75		24.84	24.53		20.50	34.59		25.47	20.13		29.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	33.33		26.71	38.36		46.58	28.30		26.71
All Grades	33.33		26.71	38.36		46.58	28.30		26.71

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	25.79		29.19	52.20		52.17	22.01		18.63
All Grades	25.79		29.19	52.20		52.17	22.01		18.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	27.04		24.84	60.38		59.63	12.58		15.53
All Grades	27.04		24.84	60.38		59.63	12.58		15.53

Conclusions based on this data:

- 18-19 and 20-21 scaled scores are about the same. These are different groups of juniors and in math, our substandards are mostly equal in the % of students above standard.
- CPM focuses less on concepts and procedures and more on problem solving and modeling and we have the highest % of students above standard in this substandard. All juniors have used CPM for over 9 years.

3. Communicating reasoning, a student being able to justify why they used the math they did, is the lowest substandard. This skill is similar to reading comprehension in that it is the last step in understanding the math. If the student can justify, they know why the math is being used. In person learning provides more group work opportunities where students are able to talk about the math as seen in the decrease in 20-21.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	1511.5	*	*	1517.9	*	*	1504.5	*	4	14
10	*	*	*	*	*	*	*	*	*	*	9	5
11	1542.9	*	*	1521.5	*	*	1563.8	*	*	11	4	5
12	*	*	*	*	*	*	*	*	*	*	8	8
All Grades										36	25	32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	21.43	*	*	35.71	*	*	7.14	*	*	35.71	*	*	14
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	4.00	15.63	36.11	44.00	37.50	38.89	20.00	18.75	*	32.00	28.13	36	25	32

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	28.57	*	*	35.71	*	*	14.29	*	*	21.43	*	*	14
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.89	8.00	28.13	*	52.00	37.50	*	12.00	12.50	*	28.00	21.88	36	25	32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	7.14	*	*	35.71	*	*	21.43	*	*	35.71	*	*	14
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
12		*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	6.25	*	24.00	28.13	44.44	44.00	31.25	*	32.00	34.38	36	25	32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	21.43	*	*	50.00	*	*	28.57	*	*	14
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	4.00	12.50	66.67	60.00	53.13	*	36.00	34.38	36	25	32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	57.14	*	*	21.43	*	*	21.43	*	*	14
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	56.00	59.38	38.89	20.00	18.75	*	24.00	21.88	36	25	32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	14.29	*	*	35.71	*	*	50.00	*	*	14
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	8.00	12.50	52.78	56.00	46.88	38.89	36.00	40.63	36	25	32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	0.00	*	*	71.43	*	*	28.57	*	*	14
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	11	*	*
12		*	*	*	*	*		*	*	*	*	*
All Grades	*	0.00	3.13	83.33	72.00	68.75	*	28.00	28.13	36	25	32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The ELD teacher is continuing collaboration with Stanford and other school districts across the state of California to develop a model ELD curriculum. The curriculum will be based on the Stanford Designated ELD Fundamentals. This will be the middle of a 2-3 year collaboration. Through this collaboration, the ELD teacher is hoping to refine the designated ELD curriculum to make it better fit the learning needs of our ELs. The TTUSD EL PLC is also collaborating on this work.
2. The THS EL Coordinator will be meeting with the district literacy team to work on supporting ELs who also need literacy intervention. This collaboration will help guide literacy support for our LTELs.
3. 92% growth for LTEL students on ELPAC which exceeds our goal.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	186	177	1	95.2
English Learners	15	12	1	80
Foster Youth	1		0	
Homeless	2		0	
Socioeconomically Disadvantaged	82	75	1	91.5
Students with Disabilities	24	18	0	75
African American	2		0	
American Indian or Alaska Native				
Asian	1		0	
Filipino				
Hispanic	58	54	1	93.1
Native Hawaiian or Pacific Islander				
White	117	113	0	96.6
Two or More Races	6		0	

Conclusions based on this data:

1. Certificate of completion impacts our non graduates.
2. Cohort stays throughout the four years for state purposes.
3. Last year, not counting CofC and early leaves, we had a 99% graduation rate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

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.

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 by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

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 next fall 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 2021 ALL: 63% Hispanic: 40% White: 71% EL: 6% RFEP: 44% SED: 42% SWD: 13%	CAASPP SBAC: ELA 2023 ALL: 73% Hispanic: 50% White: 81% EL: 16% RFEP: 54% SED: 52% SWD: 23%
ELPAC	92% of LTEL students on 2021 ELPAC showed growth.	ELPAC 2022 - 85%
STAR SGP	STAR Fall 2021 BOY	STAR SGP Fall 2022 BOY

Metric/Indicator	Baseline	Expected Outcome
	ALL: 56% Hispanic: 31% White: 68% EL: 6% RFEP: 34% SED: 30% SWD: 24%	

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

Long term ELL subgroup

Timeline

Fall 2022 based on EOY results

Person(s) Responsible

Instructional Leader

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Time at the beginning of Spring Semester to identify sub-group students including reading levels

Students to be Served by this Strategy/Activity

Subgroup populations

Timeline

Spring Semester 2023

Person(s) Responsible

Instructional leader

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Looking at growth (GSP) for STAR goals to uphold growth regardless of reading level

This would account for and celebrate all growth for all student populations.

Students to be Served by this Strategy/Activity

All students

Timeline

BOY, MOY, and EOY

Person(s) Responsible

Instructional Leader

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Planning a Tier Two intervention measurement matrix including the criteria we are using to test in and out using a diagnostic after the STAR.

Students to be Served by this Strategy/Activity

Tier 2 identified students

Timeline

Every 9 weeks

Person(s) Responsible

Instructional Leader

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

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.

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 by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

Basis for this Goal

We want to increase the CAASPP Math goal by 10% because we have seen stagnant scores in our SBAC data from grade 11 for the last five years. We hope to see an increase based on the strategies listed below.

The math department has chosen to use STAR math beginning of course results to compare to end of course results to track growth and the department wants to see growth in all of our students ability from the instruction they received during the course.

Overall, seeing growth in 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 Math	CAASPP SBAC: Math 2021 All 46% Hispanic 23% White 54% EL 6% RFEP 23% SED 29% SWD 6%	CAASPP SBAC: Math 2023 ALL: 56% Hispanic: 33% White: 64% EL: 16% RFEP: 33% SED: 39% SWD: 16%
STAR Math	2021 BOY All: 56%	2022 BOY 80% of THS students will show growth from BOC to EOC STAR math.

Planned Strategies/Activities

Strategy/Activity 1

District scheduled assessment window for STAR Math completion in Math classes.

Students to be Served by this Strategy/Activity

All students in a math course.

Timeline

By the end of 2022- 2023 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

Increase academic conversations around math.

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

PLC around the results from BOC to EOC for Fall and for Spring

Students to be Served by this Strategy/Activity

focus on all student data.

Timeline

Each quarter when reviewing goals in PDSA.

Person(s) Responsible

Math teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative

Goal Statement

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.

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. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8)

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 and campus life increases the probability of academic success and higher achievement. 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. 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	<p>Suspension Rate:</p> <p>2021</p> <p>Per Dataquest</p> <p>ALL: 0.1%</p> <p>White: 0.0%</p> <p>Hispanic: 0.4%%</p> <p>SED: *</p> <p>EL: *</p> <p>SWD: *</p> <p>*data suppressed because student group =<10 students</p> <p>Suspension Eligible Enrollment 843</p> <p>Suspensions 2</p>	<p>Suspension Rate:</p> <p>2023</p> <p>Per Dataquest</p> <p>ALL: 5%</p> <p>White: 45%</p> <p>Hispanic: 45%</p> <p>SED: 50%</p> <p>EL: 25%</p> <p>SWD: 25%</p> <p>2023</p> <p>School Level Data</p> <p>ALL:</p> <p>White:46%</p> <p>Hispanic: 47%</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>Unduplicated 1 Suspension Rate 0.1% Stu w/1 Sus 0% Stu w/Mult Sus 100%</p> <hr/> <p>2020 Suspension Eligible Enrollment 799 Suspensions 24 Unduplicated 19 Suspension Rate 2.4% Stu w/1 Sus 84.2% Stu w/Mult Sus 15.8%</p> <hr/> <p>School Level Data 2019 All: 40 incidents/28stu 28 stu/759 stu = 3.7% Hispanic 16/28 = 57% White 12/28 = 43% EL 2/28 = 7% RFEP 13/28 = 46% SED 8/28 = 29% SWD 9/28 = 32%</p> <p>2020 All: 22 incidents/14 stu 14 stu/790 stu = 1.77% Hispanic 8/14 = 57% White 5/14 = 36% EL = 0% RFEP 6/14 = 43% SED 9/14 = 64% SWD 5/14 = 36%</p> <hr/> <p>Chronic Absenteeism 19-20 data is not available due to COVID</p> <p>Chronic Absenteeism 20-21 Eligible Enrollment 832 Chronic Absenteeism 113 stu = 13.5%</p>	<p>SED: 54% EverEL: 0% SWD: 26%</p>
Caring Connections Survey		

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, ELL, SEL

Timeline

By the end of the 2022-2023 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.

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 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.

LCAP Goal

Goal 1: By 2022-2023, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities.

THS will focus on A-G readiness and CTE completers.

Basis for this Goal

THS thinks 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.

Will will continue to focus on A-G readiness as it is on the CA dashboard as an important indicator. Last year, we increased our A-G readiness by 10%. This may have been in part due to the fact that AB 104 allowed students to change a "D" grade to a Pass for A-G courses. So, students who would not be A-G eligible without AB 104 were in fact A-G eligible with a Pass in place of the D letter grade. 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. Teachers offered office hours last year (due to distance learning) which helped students earn higher grades in their classes. We also offered summer school options for credit/grade remediation and saw increased success and completion rates with our online credit recovery program than in years past.

We also provided recorded presentations to all parents regarding A-G courses which have been more widely viewed than our typical "in person" parent evenings. We hope to earn the grant to further support meeting this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
A-G Ready	2021: 75%	2022: 75% 2023: 75%

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

Senior Class

Timeline

By the end of the 2022- 2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

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

Of the cohort of 23 English Learner students who were tested on the ELPAC in 2019, 18 students (78%) will improve on their 2021 ELPAC scores, oral, written, or overall, or qualify for reclassification.

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
EOY STAR Reading Results	70% by the 2020-2021 End of Year at or above grade level	2021 Actual School Completes ALL 42% Hispanic White EL RFEP SED SWD
All ELS tested on the 2019 ELPAC	8 students (78%) will improve on their 2021 ELPAC scores, oral, written, or overall, or qualify for reclassification	18 out of 22 (82%) EL's that were at THS last year that took the ELPAC and are current students grew on the ELPAC.
12 Long Term English Learner students tested on the ELPAC in 2019	83% of LTEL will improve on their 2021 ELPAC scores, oral, written, or overall or qualify for reclassification.	92% improved their ELPAC scores.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Planned RFEP strategies for focus groups	Predominant Strategies for subgroups on THS internal teachers website.		
Predominant strategies across all content areas and increase PD for all teachers	All content areas using at least one of the four predominant strategies.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Send teachers to specific PD focusing on professional goals	Money allocated. Teachers want to remain on campus this year.		
Use of proficiency scales in all content areas	All departments set a 2021-2022 goal using proficiency scales. Departments will present in May 2022 using a critical friends protocol.		
Bring back SS to the school schedule	2021-2022 schedule has SS.		
Promote reading for pleasure	Site Literacy committee sharing ways to promote reading for pleasure on campus. All students have to read at least one book per quarter.		
Discuss STAR results in parent meetings	Not discussing in parent meetings but did send individual STAR results to all parents in the fall with a way for parents to check updates online.		
Reviewing lesson planning for on grade level tasks and standards	THS lesson expectation is to teach to grade level and offer scaffolding and extension to meet all learners. We use the Opportunity Myth to discuss grade level planning, task and text complexity with staff.		

Analysis

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

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

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

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

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

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

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

We did not achieve our goal for STAR reading at THS. We set a goal of 70% of the whole school and ended last year with 42%. This might have been a combination of distance learning and it being at the end of year with seniors included. This data isn't showing us growth percentages because the data reflects being at or above grade level versus growing but still being under grade level. This data doesn't necessarily show growth for all students (ex. 4th to 7th grade level growth for a 9th grader).

We will look at student growth percentages (SGP in Ren) once we have the mid-year STAR to measure BOY STAR against. We would hope to see at least 50 points of growth within one academic year for 100% of our student population. This would account for and celebrate all growth for all student populations.

18 out of 22 (82%) EL's that were at THS last year that took the ELPAC and are current students grew on the ELPAC which met our site goal. Of our 14 Long Term EL students, 11 grew between 2019 and 2021 ELPAC and 2 were redesignated. This results in 92% growth seen in our LTEL students which exceeds our goal.

Despite a tumultuous year, most students demonstrated some growth on the overall ELPAC score. Some students might not have moved ELPAC Overall levels, but their numerical score did indicate growth within the levels themselves. This growth was due to higher quality lesson instruction due to the collaboration with Stanford, continued work in ELD and general education classes towards academic language proficiency, and the THS practices of close reading, Claim Evidence Reasoning writing, annotation, and academic discourse. We hope to see more growth this year as students are in what is hopefully a more normal school year.

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

No material differences.

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.

See 2021-2022 & 2022-2023 SPSA Goal #1

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR Math	<p>80% of all students will show growth from BOC to EOC</p> <p>We do not have a BOC to EOC baseline. Until we met in the fall, we were tracking STAR Math CAASPP benchmark % of students met or exceeded.</p>	<p>2021 Actual STAR Math CAASPP benchmark % of students met or exceeded.</p> <p>ALL: 75% in 2020-2021.</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
District scheduled assessment window for STAR Math completion	We gave STAR Math at the EOY for all students enrolled in a math class in 2020-2021.		
Give STAR math during SS (2021-2022)	We have given STAR math at BOC and EOC for the fall 2021-2022 semester.		
PLC around the results from BOY to EOY	Partially Implemented		
Increase academic conversations around math	Partially Implemented and need to measure this action.		

Analysis

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

We were not able to implement BOC and EOC STAR math last year due to the changes in school operations. We have used the baseline CAASPP benchmark score of 75%, which increased when given once in 2020-2021, and the BOY results in 2021-2022, decreased whole school by 19%. From this data, the math department decided they want to use the BOC and EOC data to make adjustments to math teaching at THS. The effectiveness will be reviewed from the fall semester in late February and goals will be adjusted.

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

We can not conclude from our current data whether or not we met our goals. For this current school year, we will use the beginning of course and end of course data to compare.

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

No material differences.

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.

See 2021-2022 & 2022-2023SPSA Goal #2

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Caring Connection Activity for 2020-2021.	<p>2020 Actual 80% of students responded they were connected to an adult on campus.</p> <p>2019 Baseline 80% of students responded they were connected to an adult on campus.</p>	2021 Actual 83% of students responded they were connected to an adult on campus.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
SEL Pushouts from Wellness Center Wellness Outreach via digital lessons for all teachers. Including Character/Harbor videos and Teacher/Staff Library	Partially implemented as planned		
Hope Squad	Implemented as planned		
Trauma Training	Implemented as planned		
Student Surveys	Implemented as planned		
Caring Connections Survey	Implemented as planned		
Office Hours - Admin, Teacher, Counselor	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Link Crew	Implemented as planned		
Watchlist Data based on SEL, SED, RFEP	Implemented as planned		
Securely	Implemented as planned		
Leadership Events all virtual - staff buddies Club-a-palooza, dress up days,	Implemented as planned		
Hope Week - March 8-12; daily exercises on hope, connection, affirmation	Partially implemented as planned		
Outreach - personal calls, video connection; virtual check-ins	Implemented as planned		
Wellness Center virtual resources (instagram account, virtual check-ins)	Implemented as planned		
Videos - tours, how to be a hybrid learner, honor roll, Looms of Course Request procedure, virtual parent/student nights	Partially implemented as planned		
Community Resource Tabeing Outreach - Gateway Mountain Center and ARC	Partially implemented as planned		
Anti-racism and Accountability Group - Books and discussion (White Fragility, Courageous	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Conversations about Race)			

Analysis

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

A supportive climate and culture will be fostered from the start of yearly communications. Administrators, Teachers, Counselors, support staff, and student leaders are responsible for this year's long initiative. Administrators and Counselors send out and collect the data for the Caring Connections Survey. This includes a presentation to the staff to analyze the data. Teachers present SEL lessons weekly. Student leaders in the Leadership class direct student activities and community building. Administrators, Counselors, and Teachers analyze the Watchlist data to identify students and subgroups in need of extra support (academic, social, or resource based support).

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

Each activity has a net impact and improves the progress towards meeting our 90% Caring Connection and Student connectedness goals. It is difficult to identify the exact item that improves the outcomes the most.

The Student Connection survey still serves a powerful purpose on the THS campus. Last year we had 80% of our students who chose an adult on campus. We will continue to share the list of students who selected each staff member as their caring adult with that adult. The goal of sharing this information is to encourage the school's adults to keep doing the great things they are already doing. On the THS campus adults are encouraged to continue to foster the relationships they have already made. Ultimately, the goal is for 100% of Truckee High School students to feel safe and supported. This is a dynamic process and the goal is for the connections to be authentic and natural. An area of growth is to connect students with peers. We want to know if students have a strong peer connection. We do this through the Caring Connections survey by asking: "Do you have a caring connection with a peer on campus?" We will utilize this information to help understand who is not feeling connected to campus life. Through the Caring Connections survey we are starting to see a difference between students feeling connected on campus to an adult/peer and trusting that adult with confidential information or personal problems. A lack of trust does not mean the student is not connected and vice versa. Another question that arose was does a high caring connection percentage correlate to personal well being?

An area of growth is how to identify the ways we can encourage connection from the students that are disconnected.

Digital and In Person Link Crew were utilized to build freshmen connectedness on campus

While we were not able to have every club and sport this last year, we continue to offer clubs and other extracurricular activities to build relationships. We currently have 20 clubs on campus, 15 sports, and 15 AP classes.

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

We continue to look for more restorative solutions to discipline issues and conflicts. Teachers and staff are increasingly willing to have difficult conversations with students when incidents occur. Empowering both the victim and aggressors to have honest conversations with each other is the ultimate goal. This is done through the use of reflection sheets that ask the restorative questions: What happened? What were you thinking about at the time? What do we need to do to make things right? It gave concrete ways to handle conflict and introduced all students to how discipline is handled at THS.

We were able to hold digital and hybrid SART and SARB meetings to work to get students back and engaged in campus life.

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

No material differences.

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.

See 2021-2022 & 2022-2023 SPSA Goal #3

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

We will raise the percentage of students in the ALL Student group graduating A-G ready from 64% to 75% at the end of 2020-2021.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
A-G ready	Raise from 64% to 75% 2020: 65% of the graduating class was A-G ready.	2021 Actual: 75% of the graduating class was A-G ready.
CTE pathway numbers	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.	24.5% (2020), 29.4% (2019)

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Remediation/APEX in 9/10 grade	Partially Implemented		
Pre-Ap courses to increase AP interest	Implemented		
8 grade parent nights focused on A-G readiness	Implemented		
Additional course offerings in CTE, real world application electives to increase student interest	Implemented		
Create a completer course in Product Manufacturing and Design	We offer 4 CTE pathways. Tech is no longer a pathway due to credentialing.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and Welding to offer 5 full CTE pathways at THS			

Analysis

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

Counselors will facilitate internships within the community and advertise programs for students to access careers in the trades. They will develop an event to guide students in accessing trade schools and/or internships and target students who are interested in CTE pathways and schedule them accordingly.

By January: Counselors will host an event, in collaboration with CTE at the DO, to give resources to 12th grade students in their career development post secondary, specifically focused on the trades.

By June: We will increase the number of students completing the college-level course on the CTE pathway.

By June: We will increase the number of students completing WBL in the CTE pathway.

For A-G, we will track the watchlist and decrease the number of SED students with an F and decrease the overall numbers of students with at least one F. We will enroll students in remediation as soon as possible to increase A-G readiness.

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

We have seen a decrease in both SED students and overall students with an F on the watchlist from 2021 to 2022. We continue to track and base our personal professional goals on this data. We have included attendance, STAR, SEL, and more data as teachers have asked while they are tracking our students.

Will will continue to focus on A-G readiness as it is on the CA dashboard as an important indicator. Last year, we increased our A-G readiness by 10%. This may have been in part due to the fact that AB 104 allowed students to change a “D” grade to a Pass for A-G courses. So, students who would not be A-G eligible without AB 104 were in fact A-G eligible with a Pass in place of the D letter grade. 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. Teachers offered office hours last year (due to distance learning) which helped students earn higher grades in their classes. We also offered summer school options for credit/grade remediation and saw increased success and completion rates with our online credit recovery program than in years past.

We also provided recorded presentations to all parents regarding A-G courses which have been more widely viewed than our typical “in person” parent evenings.

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

No material differences.

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.

See 2021-2022 & 2022-2023 SPSA Goal #4

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

Jason Estabrook, Jim Bennett, Yvette Herrera Classroom Teachers

Martina Routhier, JR Murphy Other School Staff

Kristin Henry, Michelle Larson, Kellie Cutler Parent or Community Members

Ethan Routhier, Calder Crossen, Lucas Larson 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 .

Attested:

Principal, Logan Mallonee on

SSC Chairperson, Kristin Henry on