



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tahoe Truckee High School	3138500	October 3, 2024	October 16, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Tahoe Truckee High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Based on Students with Disabilities Student Group

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- Plan Description 4
- Educational Partner Involvement 4
- Resource Inequities 6
- Comprehensive Needs Assessment Components 6
 - California School Dashboard (Dashboard) Indicators 6
 - Other Needs 7
- Goals, Strategies, & Proposed Expenditures 8
 - Goal 1 8
 - Goal 2 11
 - Goal 3 13
 - Goal 4 16
- Budget Summary 19
 - Budget Summary 19
 - Other Federal, State, and Local Funds 19
- Budgeted Funds and Expenditures in this Plan 20
 - Funds Budgeted to the School by Funding Source 20
 - Expenditures by Funding Source 20
 - Expenditures by Budget Reference 20
 - Expenditures by Budget Reference and Funding Source 20
 - Expenditures by Goal 20
- School Site Council Membership 21
- Recommendations and Assurances 22

Plan Description

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

This plan is being used by Tahoe Truckee High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Based on Students with Disabilities Student Group

Educational Partner Involvement

How, when, and with whom did Tahoe Truckee High 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 in the fall of the new year and uses the plan as a working document. The Site Plan is written to be in line with the LCAP goals. The site plan goals are the guides for teacher's individual professional goals.

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

Step 1: Teachers, ELAC, and SSC were provided an overview of the plan in a transparent and factual manner at in person meetings.

Step 2: Questions asked by the presenter were developed to engage Educational Partners with understanding plan elements, surfacing questions, concerns, and ideas for actions. The questions were intended to bring out growth areas.

Step 3: Questions, concerns, and ideas from each meeting were captured on an overall Educational Partners documents in writing and digitally. 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. The ELAC, SSC, and Teacher reviews were held in person. Follow up and finalizing votes were held remotely for the SSC only.

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

Meeting Dates (see steps above):

THS Staff additions and revisions: September 18, 2024 and October 2, 2024. 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 used the action plan from WASC. THS's plan is currently updated to include significant developments since the last self study. THS had a successful WASC school visit in fall 2023 with a full 6 year accreditation result.

ELAC: Meeting date for SPSA review, questions and comments on September 18, 2024. 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 Student Success 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), we try to foster a mindset 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?

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?

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?

Yes, students are going to be presented with the information in Leadership class.

Is the CASPP and ELPAC measuring language levels? 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.

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

Goal 3:

Can community service opportunities in the community build gratitude to our environment and community.

Did we have a survey to establish this goal?

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.

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. We have a curriculum that is being taught in Student Success 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. We have 2 campus monitors and 3 administrators, and teachers that check. The new policy as of last 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.

TFHD is on campus facilitating A SMART recovery support group with anyone who wants to go. We have a full time social worker on campus and a Wellness Center Liaison.

SSC: first draft review September 29, 2024.

SSC vote and approval and final comments and questions on October 3, 2024. Here are the THS SSC comments: The goals look clear and it makes sense to reduce all percentages to reasonable reach goals of around 5% changes per year. That may be a stretch and alright to fall short.

Is the Data associated with each goal's graph disaggregated? - No, there are some opportunities for double representation within the preliminary data.

Goal 1: What are the exact steps and planned improvements? Literacy Student Success for students below 2 grade levels in reading. Boost Days to support academic tutoring and work turn in (8 Wednesdays per year as of 24-25 school year).

Goal 2: Carnegie Math Trainings have supported teachers, students, and families to understand how to utilize the new curriculum to gain more support. Mathia as a tool to support learning guided in class and as extension work while at home. An adjustment to Intro To Math 1 from math 1 A and B helps students gain success in math and not fail two classes in a row.

Goal 3: How can we get more data in a timely manner? Is there supplemental survey that can be given to students in grades 10 and 12 that would complement the CHKS? What are the explicit steps for contacting the attendance office? Where is this listed?

Goal 4 focus: How can the CTE completer rate be increased? What ways is THS looking to support A-G completers? In the 24-25 school year THS staff will work in Grade level PLC's to analyze the D/F list 5 times a year and identify students in need of extra support.

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.

Emergency Medical Response will become a dual enrollment class in the spring of 25. This class is a partnership class with Sierra College, taught by a THS teacher that is also associated with Sierra College.

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.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

0% of EL students meet/exceed standards in ELA and Math on the CAASPP. 29% of EL students are in the category of Chronic Absenteeism.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

By the end of the 2024-2025 school year, Truckee High School will decrease the racial disparity between White and Hispanic students, as measured by CAASPP SBAC ELA results, by 5%.

Site Goal 1A: By the end of the 2024-2025 school year, 80% of English Learner students who were tested on the ELPAC in 2023 will improve their 2025 ELPAC overall scores.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The work for this year will continue to focus on the racial disparity in CAASPP ELA scores. This achievement gap is being addressed via strategies such as Academic Discourse and other Predominant Strategies agreed upon by the district and site staff. Our goal is to lift the performance of our EL Students (RFEP and LTEL). Data available to us does not illustrate cohort growth but the achievement gap has remained for the last 5 years. Ideally, this focus will also result in performance increases for all students. Specifically, it should reduce the number of students that are not A-G ready as a result of earning a D or F. Thereby increasing our college and career ready data point.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - SBAC ELA	CAASPP SBAC: ELA 2023-2024 ALL: 69% Hispanic: 35% White: 65% EL: 0% RFEP: 40% SED: 41% SWD: 9%	CAASPP SBAC: ELA 2025 ALL: 74% Hispanic: 40% White: 70% EL: 5% RFEP: % SED: 46% SWD: 14% 2025 Reduction in Disparity between White and Hispanic by 5%
ELPAC	ELPAC 2024	2025 - 5%

	Overall Language Proficiency: Level 4 Well developed: 13% (4n) Level 3 Moderately developed: 20% (6n) Level 2 Somewhat developed: 27% (8n) Level 1 Minimally developed: 40% (12n)	
Capti Lexile	CAPTI EOY 2023-2024 9th ALL: 67% Hispanic: 46% White: 73% EL: 0% RFEP: 49% SED: 33% SWD: 33% STAR Whole School Proficiency: 9th Grade: 130 10th Grade: 114 11th Grade: 107	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	Long term ELL subgroup RFEP students	
1.2	EL monitoring and language development activities in ELD.	EL and RFEP students	
1.3	Continue to diversify our curriculum (novel units) to reflect diverse writers with emphasis on our Hispanic target population.	All students, specifically from underrepresented groups	
1.4	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.	All students	

--	--	--	--

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Academic discourse is a district wide initiative. It has not taken root into everything we do yet. However, as a site we do encourage Academic Discourse via teacher shared best practices at each staff meeting.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

We will be utilizing a new grade level PLC to analyze our D/F List and support students to remediate grades/incomplete work 8 times a year. Ideally, this will increase our number of students that are A-G ready.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math

By the end of the 2024-2025 school year, Truckee High School will increase overall CAASPP SBAC: Math results by 5% 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 5%.

Subgroups: Socio-Economically Disadvantaged, Students with Disabilities, English Language Learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

New curriculum has been adopted this year in the hopes of increasing academic discourse around math. The chosen curriculum builds mathematical vocabulary and addresses individual growth.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our students math acumen has been stagnant or declining for a 5 years now. The new curriculum will offer increased access and guidance both in class and independently. The new curriculum offers an AI platform (Mathia) that provides differentiation through individually paced lessons and feedback. It responds to a students learning based on performance and offers hints and suggestions via AI teaching which can help independent learning when a classroom teacher is not available. The new curriculum focusses on academic vocabulary and academic discourse is enhanced by providing 4 suggestions for teachers to use specific questions with students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - SBAC Math	CAASPP SBAC: Math 2023-2024 ALL: 35% Hispanic: 13% White: 45% EL: 0% RFEP: 18% SED: 5% SWD: 16%	CAASPP SBAC: Math 2025 All: 40% Hispanic: 18% White: 50% EL: 5% RFEP: 23% SWD: 15% SED 21%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	District scheduled CAASPP (May)	All students in 11th grade	None Specified None Specified
2.2	Implement new curriculum for levels Math 1, Math 2 and Math 3	All students	
2.3	Offer midyear IAB CAASPP and review session for students who took math in the Fall term who do not have math in the Spring.	Focus on all Juniors who took math in the Fall term and who are not currently in math	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The new curriculum was approved at the end of 23-24 and students began working with it in the fall. More teacher training opportunities were available throughout the summer and fall of 24. The math department uses the CAASPP data as a metric to compare previous class results and track growth. The issue with CAASPP data is its authenticity and helping students to take the exams seriously to provide the school, district, and state with data that is accurate.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

The major change this year is a more realistic goal of a 5% increase in scores for all students including our subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, Supportive and Collaborative

By the end of the 2024-2025 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: 95% of the students identify at least 1 adult and 1 peer on campus that they feel connected to.

Culture and Climate Survey Data: 80% 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 is completed every other year by grades 9 and 11.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2: Address the needs of our learners through continued enhancements to safety and wellness programs, counseling, resources for academic achievement, effective learning environments, facilities, and infrastructure for students, educators, and staff.

Goal #3: Proactively support belonging and inclusion for all students, families, educators, and staff and continue to develop strong community connections to each other and to the valuable and precious resources in the Tahoe-Truckee region.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension Rate: 2023-2024 Suspension Rate: School Level Data Eligible Enrollment: 913 Unduplicated Suspensions: 18 Suspension Rate All: 2% White: 2% Hispanic: 5% SED: 4% EL: 6% SWD: 6%	Suspension Rate: 2025 Per Dataquest ALL: 2% White:0% Hispanic: 2% SED: 2% EL: 3% SWD: 3%
Caring Connections Survey	2024% Caring Connections 23-24 90% of all students identified a caring connection on campus	2025 Caring Connections 24-25, 95% of all students identified a caring connection on campus
Chronic Absenteeism	Chronic Absenteeism 23-24 Eligible Enrollment 913 Chronic Absenteeism 138 stu. All: 15% White: 12% Hispanic: 20% SED: 24% EL: 29% SWD: 26% (not calculated in CALPADS) RFEP: 19%	24-25 Eligible Enrollment 910 Chronic Absenteeism 185 students All: 12% White: 9% Hispanic: 15% EL: 15% SWD: 15% RFEP: 15%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Truckee High School will continue Culture/Climate Work including Leadership activities and events.	Hispanic, SED, SWD, SEL	
3.2	Watchlist data (D/F list), 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 (SMART Recovery via TFHD) If IEP accommodations are needed support or modifications will be made	All Students	

	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		
3.3	Social Emotional Learning Lessons and student connectedness activities in each class 2 times a week and in Student Success 8 times a year via SEL curriculum.	All students, specifically Hispanic, SED, SWD, ELL	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

THS maintains a Coordinated Care team that meets weekly to discuss students at risk academically, socially, and emotionally. THS utilizes the long standing Caring Connections (Harvard Touchpoint) survey to analyze connectedness on campus. This is the largest indicator of a safe and supportive school. The survey is given two times a year October and February. Results are shared with staff in a staff meeting professional development designed to help teachers understand the implicit things they do that create connections. The SEL lessons in student success and classes work to connect all students to classes, teachers, and peers. Connection before correction. Addressing the substance use issues from our community at school have been a targeted approach. We have partnered with TFHD to bring SMART recovery to THS. This open to all class meets on Fridays after school and is also used for students that are caught with or caught using substances on campus.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

The biggest outcome was that we hit our 90% connection goal as measured by the Caring Connections Survey! THS is committed to creating strong connections between student and staff. This is reflected in our attempt to increase our percentage again this year to 95% connectedness. When students feel like they can identify and see their personal beliefs and culture reflected on campus, they feel more safe and are willing to put in more to achieve success.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College Career Readiness

We will increase the number of students completing CTE pathways by 10% and provide at least two events for students who are interested in the trades post high school (i.e. Construction, Cooking/Culinary, etc) and increase our connections with local internship opportunities (Town of Truckee, TFHD).

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.

We will increase the College & Career Indicator's Prepared Career Readiness percentage by 5% from 16% to 21% which is an indication of career preparation post graduation.

The class of 2024 had 71/199 CTE completers ~35% our goal is to increase that by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

Goal #2: Address the needs of our learners through continued enhancements to safety and wellness programs, counseling, resources for academic achievement, effective learning environments, facilities, and infrastructure for students, educators, and staff.

Goal #3: Proactively support belonging and inclusion for all students, families, educators, and staff and continue to develop strong community connections to each other and to the valuable and precious resources in the Tahoe-Truckee region.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

THS believes that focusing on CTE completers a more accessible open door than other indicators. THS offers 4 pathways and THS currently has an A-G college and career counselor dedicated to monitoring and offering opportunities to students. We will continue to focus on A-G readiness and utilize the Counselors especially the College and Career counselor throughout the school year to offer opportunities to students such as the college and career fair, college application workshops, and career/technical tours.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G Ready	2023-2024: All: 70% White: 57.7% Hispanic: 46.3% RFEP: 47.8% SED: 46% SWD: 20% EL: 0%	2025: % All: 75% White: 63% Hispanic: 51% RFEP: 52% SED: 51% SWD: 25% EL: 5%
CTE Completer Rate	2023-2024: 35%	2025: 41%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>2024: During October 2024 THS Counseling Team hosted a college and career fair. This event had over 37 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.</p> <p>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.</p> <p>2023-2024 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. THS also implemented a Grade Level PLC to analyze the D/F list.</p>	All students specifically in grades 11 and 12.	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The College and Career Counselor role is imperative to successfully completing this goal. The fact that TTUSD prioritizes this role and goal is an incredible opportunity for our students and community. CTE continues to be a growth area for THS and has many opportunities to expand as mentioned with the new Sierra College/ THS Emergency Medical Response class that is a dual enrollment opportunity for students. The goals this year reflect a need to be more specific with CTE completers and A-G Readiness.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

We have added one more event for non-college bound students. This includes a career fair and multiple tours of trade schools and work places (Palisades Tahoe).

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
----------------	--------

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

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:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
John Neuberger	Principal
Linda Lessner, Katie Jamison Bensley, Anna Njoten	Classroom Teacher
Cherise Williams, Scott Delgado	Other School Staff
Elena Deluna, Kellie Cutler, Yvonne Moore Griffith, Kari Chalstrom, Susie Overall	Parent or Community Member
Bryn Kidd	Secondary Student

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 10/3/2024.

Attested:



Principal, John Neuberger on 10/3/2024

SSC Chairperson, Elena Deluna on 10/3/2024