



## 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.

|   |  |
|---|--|
| <b>School Name</b>                            | Cold Stream Alternative                  |
| <b>Address</b>                                | 11661 Donner Pass Rd<br>Truckee CA 96161 |
| <b>County-District-School (CDS) Code</b>      | 39-3130192                               |
| <b>Principal</b>                              | Jeff Santos                              |
| <b>District Name</b>                          | Tahoe Truckee Unified School District    |
| <b>SPSA Revision Date</b>                     | November 2023                            |
| <b>Schoolsite Council (SSC) Approval Date</b> |  |
| <b>Local Board Approval Date</b>              | November 15, 2023                        |

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

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# School Vision and Mission

## School Mission:

Cold Stream Alternative (CSA) is an educational program that provides secondary students with an alternative independent educational option to succeed in meeting all state standards for graduation and to create productive and decision-making adults who participate in further education or immediate employment.

## Vision:

Cold Stream Alternative is a unique blend of students, educators, family, community members and support staff who, as role models and mentors, are vested in creating a high quality, nurturing and safe learning environment. Cold Stream Alternative is committed to providing our students with the education, guidance and support necessary to succeed in all aspects of life by providing flexible scheduling, allowing students to participate in non-academic pursuits while concurrently attaining their academic goals. Cold Stream Alternative provides a standards-based, challenging and rigorous academic program while preparing students for employment and socially responsible living. Cold Stream Alternative is dedicated to providing an environment in which students become self-sufficient and self-motivated learners. As self-managers, each student takes responsibility for his/her own performance, choices, and actions; each student manages time well. As an independent alternative educational program available to the Tahoe Truckee community, CSA provides individualized and personalized educational, emotional, and social development opportunities increasing the likelihood that students will successfully complete their secondary education.

# School Profile

Cold Stream Alternative (CSA) School serves high school students both from the Truckee/North Tahoe region. Cold Stream Alternative offers an independent study program developed to meet the needs of students who want and need more choices and flexibility in their educational program. Cold Stream Alternative provides small class sizes and personal instruction along with a rigorous, yet flexible schedule that allows students to work from home or while traveling for competitive sports. Cold Stream Alternative offers a project-based, hands-on curriculum, which gives students the flexibility to design an educational path that works for their needs. Our program offers flexibility for students to pursue other interests or to participate in extra-curricular activities or sports.

Cold Stream Alternative also offers services through the Truckee River Program. The Truckee River Program is an alternative program for students who are severe non-attenders of school, have significant behavior and/or discipline challenges, and students needing a program that is smaller in size and allows for one-on-one attention from the teacher and staff. The program is designed to meet the needs of students who cannot attend North Tahoe High School, Truckee High School, Sierra High School (continuation), and CSA.

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed by gathering feedback, input, and suggestions from all staff members during ongoing staff meetings. Parent input is gathered twice a year during Credit Update nights. Parents also provide input through parent emails, conferences, and IEP/504 plan meetings throughout the school year and through an annual fall questionnaire. Due to the size of Cold Stream Alternative, the school does not have a School Site Council.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                         |        |        |                    |       |       |
|--------------------------------|-------------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment   |        |        | Number of Students |       |       |
|                                | 20-21                   | 21-22  | 22-23  | 20-21              | 21-22 | 22-23 |
| American Indian                | %                       | %      | 0%     |                    | 0     | 0     |
| African American               | %                       | %      | 0%     |                    | 0     | 0     |
| Asian                          | %                       | %      | 0%     |                    | 0     | 0     |
| Filipino                       | %                       | %      | 0%     |                    | 0     | 0     |
| Hispanic/Latino                | %                       | 16.67% | 50%    |                    | 1     | 7     |
| Pacific Islander               | %                       | %      | 0%     |                    | 0     | 0     |
| White                          | 100.0%                  | 83.33% | 35.71% | 1                  | 5     | 5     |
| Multiple/No Response           | %                       | %      | 7.14%  |                    | 0     | 1     |
|                                | <b>Total Enrollment</b> |        |        | 1                  | 6     | 14    |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 20-21              | 21-22 | 22-23 |
| Grade 7                           |                    | 1     |       |
| Grade 9                           |                    |       | 2     |
| Grade 10                          |                    |       | 2     |
| Grade 11                          |                    | 2     | 4     |
| Grade 12                          | 1                  | 3     | 6     |
| <b>Total Enrollment</b>           | 1                  | 6     | 14    |

### Conclusions based on this data:

- Over the last three years, CSA's enrollment has dramatically increased. The data for the last three years does not accurately reflect the total number of students served. For example, the 20-21 school year, the numbers are low because of COVID and distance learning.
- Over the last three years, CSA has had a significant increase in serving our Hispanic population.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 20-21              | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 |
| English Learners                              |                    | 0     | 2     | 0.0%                | 0.0%  | 14.3% |
| Fluent English Proficient (FEP)               | 0                  | 1     | 4     | 0.0%                | 16.7% | 28.6% |
| Reclassified Fluent English Proficient (RFEP) |                    |       |       | 0.0%                |       |       |

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts (ELA)

### Goal Statement

2022-2023 Site Goal 1: 100% of students taking a CSA English class, will pass the class and receive maximum allowed credits (as outlined in their graduation plan) in order to meet the graduation requirements.

### LCAP Goal

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

### Basis for this Goal

Students need to access and achieve stamina through reading complex texts, supplemental texts and compile their own complex thoughts through speaking and writing to be prepared for post-secondary pursuits. By doing so, this will help with passing the class and ultimately meet the credit requirements in order to graduate.

### Expected Annual Measurable Outcomes

| Metric/Indicator   | Baseline  | Expected Outcome  |
|--|---|---|
| Student work to be collected as well as a school pre and post assessments. | Student CAPTI/STAR results are unavailable at this time. Student grades and/or credits from previous school years will be used to determine the necessary credits/course work needed. | 100% of students will pass their CSA ELA class. 90% of students will show growth on their CAPTI/STAR test either at the end of the year and/or the following school year. |
| Credit completion.   | At this time, 100% of our students who took a CSA class or full-time enrollment met the credit requirements towards graduation.   | Continue to meet the 100% goal of completion.   |

### Planned Strategies/Activities

#### Strategy/Activity 1

Each weekly meeting between the teacher and the student, the teacher will incorporate an element of assessing understanding through oral and/or written summary/paraphrase. Teachers will document student paraphrasing aptitude through oral & written work in a table, using clear scores of 1-4 (noting if the goal is near/met/exceeded). Scores will be recorded in the beginning of the year, mid-year, and end of the year.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

2023-2024 School Year

**Person(s) Responsible**

All school staff

**Proposed Expenditures for this Strategy/Activity**



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Math

### Goal Statement

By the end of the 2023-2024 school year, over 90% of the students taking a CSA math class will successfully complete/pass the class in order to earn credits towards graduation.

### LCAP Goal

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

### Basis for this Goal

Math is the most challenging subject/class for our students. Students taking a CSA math class are required to complete their work independently. By focusing on helping students successfully complete and pass a math class will allow teachers to focus on ways to help support students achieve this goal.

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Require weekly note-taking from their math textbook, including math vocabulary and concepts.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

By the end of the 2023-2024 School year

#### Person(s) Responsible

Math teacher

#### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

None Specified

Budget Reference

None Specified

**Description**

See Budget Summary

**Strategy/Activity 2**

Incentivize note-taking by allowing use of notes on informal or formal assessments

**Students to be Served by this Strategy/Activity**

All Math students

**Timeline**

By the end of the 2023-2024 School year

**Person(s) Responsible**

Math teacher

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Collaborative Student Support

### Goal Statement

Throughout the 2023-2024 school year, all enrolled CSA students will receive consistent communication between the teacher, student and parent regarding student performance to ensure students are supported.

### 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; HRS Level 1)

### Basis for this Goal

At or about 20% of CSA students have attendance and/or work completion challenges. In order to support students to prevent them from failing the class and/or being dropped from CSA, staff have identified that constant communication and removing barriers for students has been helpful for supporting students to stay on track for successfully completing the course/class.

### Expected Annual Measurable Outcomes

| Metric/Indicator  | Baseline  | Expected Outcome  |
|---|---|---|
| Communication tracking log  | Currently, staff are moderately successful with communication between the student and parent. | Staff will communicate a minimum of once per week with students and a minimum of one time per month with parents.   |
| Attendance tracking.  | Staff currently track student attendance a minimum of one time per week.                      | A minimum of one time per week, CSA staff will keep track of student attendance and notify the student/parent if a student is absent and/or does not turn in their required work. |
| Full-time students will have quarterly meetings with the school counselor | Currently not all full-time students meet with a counselor regularly.                         | 100% of students will meet with the school counselor minimum of once per quarter.   |

### Planned Strategies/Activities

#### Strategy/Activity 1

CSA staff will meet with the student and parent prior to starting school to outline the CSA attendance and work requirement.

#### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing/Throughout the 2023 - 2024 school year.

**Person(s) Responsible**

CSA staff/administration.

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 2**

Counselor will meet with student to discuss academic progress, social/emotional needs, and graduation track progress.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

During/Throughout the 2023 - 2024 school year.

**Person(s) Responsible**

School Counselor

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 3**

Staff will track student attendance/work completion and communicate updates with the student/parent or guardian.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

Ongoing throughout the 2023 - 2024 school year.

**Person(s) Responsible**

All Staff

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

College and Career Readiness

### Goal Statement

By the end of the 2023 - 2024 school year, all full-time CSA students will show growth and gains in areas of college and/or career readiness skills/preparedness.

### LCAP Goal

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

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

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

### Basis for this Goal

Full-time CSA students are purely independent students and do not participate in comprehensive high school activities, including access to various services related to post-secondary educational options.

### Expected Annual Measurable Outcomes

| Metric/Indicator  | Baseline   | Expected Outcome  |
|---|--|---|
| Meeting with a career technician a minimum of two times per year. | Currently, full-time CSA students meet a minimum of one time per year, if at all.        | 100% of our full-time CSA students will meet with a career technician a minimum of two times during the school year.  |
| Completion of the post-secondary plan.                            | This is a new plan being implemented, so currently 0% of our students have completed it. | 100% of our full-time CSA students will complete the post-secondary plan with the support from the Career Technician. |

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide college/career tech support to complete FAFSAs and other scholarship forms.

#### Students to be Served by this Strategy/Activity

All full-time CSA students.

### Timeline

By the end of the 2023 - 2024 school year.

**Person(s) Responsible**

Career Technician, CSA admin.

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 2**

Complete the post-secondary plan with the assistance from the Career Technician.

**Students to be Served by this Strategy/Activity**

All full-time CSA students.

**Timeline**

By the end of the 2023- 2024 school year.

**Person(s) Responsible**

Career Technician, CSA admin.

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 3**

Regular meetings with the Career Technician to review the post-secondary plan activities/requirements.

**Students to be Served by this Strategy/Activity**

All full-time CSA students

**Timeline**

The end of the 2023 - 2024 school year.

**Person(s) Responsible**

Career Technician, CSA Admin

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 4**

Academic lessons offer strategies to help full-time CSA students complete resumes, applications, letters, math placement tests, etc., so they are prepared for life after high school.

**Students to be Served by this Strategy/Activity**

All full-time CSA students.

**Timeline**

Throughout the 2023 - 2024 school year.

**Person(s) Responsible**

CSA teachers/admin

## Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Truckee River Program

### Goal Statement

Throughout the 2023 - 2024 school year, all students enrolled in the Truckee River Program will be provided the creative and equitable educational opportunities to help promote successful completion of class/credits in order to achieve their high school diploma.

### LCAP Goal

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

### Basis for this Goal

Students referred and enrolled in TRP often arrive credit and grade deficient that interferes with graduating on time. Equally, students often have poor school attendance, which contributes to their poor grades and school performance.

### Expected Annual Measurable Outcomes

| Metric/Indicator             | Baseline  | Expected Outcome  |
|------------------------------|---|---|
| Tracking student attendance. | Currently, 100% of all students enrolled in TRP arrive as "chronically truant."   | Students enrolled will increase their attendance by 15% from their previous school. |
| Increase graduation rate.    | Students enrolled in TRP arrive from their home high school with credit deficits that make it challenging for students to graduate on time. This has created a very low percentage (below 50%) of students graduating with their high school diploma. | A minimum of 70% of students enrolled will graduate with their high school diploma. |

### Planned Strategies/Activities

#### Strategy/Activity 1

Courses/Class offered at TRP will be meaningful, practical and engaging, so students are more inclined to stay in class and attend school, which equates to completing credits to support high school graduation with a diploma.

#### Students to be Served by this Strategy/Activity

All TRP students

#### Timeline

Throughout the 2023 - 2024 school year.

#### Person(s) Responsible



All staff

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 2**

Students enrolled in TRP will receive counseling and/or social/emotional support from staff to ensure students are prepared for the school requirements.

### **Students to be Served by this Strategy/Activity**

All students.

### **Timeline**

Throughout the 2023 - 2024 school year.

### **Person(s) Responsible**

TRP staff

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 3**

Students enrolled will have access to post-secondary services through the career technician.

### **Students to be Served by this Strategy/Activity**

All students.

### **Timeline**

Throughout the 2023 - 2024 school year.

### **Person(s) Responsible**

School staff.

### **Proposed Expenditures for this Strategy/Activity**

# Annual Review and Update

**SPSA Year Reviewed: 2022-23**

## Goal 1

2022-2023 Site Goal 1: Increase academic stamina in reading a grade-level text (across disciplines). Increase the ability to process and articulate main ideas.

## Annual Measurable Outcomes

| Metric/Indicator  | Expected Outcomes   | Actual Outcomes |
|---|---|-----------------|
| Student Work collected, pre and post assessments, writing samples   | 100% of students earning minimum credits towards graduation.                            | Goal Met        |
| Single Subject and Full-time students completing credits at graduation rate.  | 100% graduation rate  | Goal Met        |
| English classes to utilize interviews, collected written samples, videotaped presentations to measure this ELA goal | 100% of students show significant growth based on semester 1 vs semester 2 work samples | Goal Met        |

## Strategies/Activities for Goal 1

| Planned Actions/Services  | Actual Actions/Services  | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| Each weekly meeting will incorporate an element of assessing understanding through oral and/or written summary/paraphrase. Teachers will document student paraphrasing aptitude through oral & written work in a table, using clear scores of 1-4 (noting if the goal is near/met/exceeded). Scores will be recorded in the beginning of the year, halfway through, and at the end. | Staff monitored students work completion and adjusted their instructional delivery based on the data recorded and sample work. |                       |                               |
| Each weekly meeting will incorporate an element of assessing understanding through oral and/or written summary/paraphrasing. Teachers will collect examples of this through audio recording or print to monitor skills at their   | Staff continuously assessed student understanding by monitoring student work samples, assessments, and student dialog.         |                       |                               |

| Planned Actions/Services  | Actual Actions/Services  | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| <p>entry-level, mid-point, and exit level.</p> <p>English classes to utilize interviews, collected written samples, and videotaped presentations to measure this ELA goal</p> <p>Math: students complete graphic organizers using diagrams and paraphrased theorem titles.</p> <p>Math: students read textbooks for new vocabulary, write notes, and use notes on quizzes.</p> <p>French: students paraphrase in French weekly through written summaries and occasional video submissions (or in-person) telling French stories.</p> <p>Social Studies: Use of a variety of written, oral, and visual assessments(presentations).</p> <p>Science: Increased use of oral presentation of project-based assessments and video/audio recordings.</p> |  |                       |                               |
| <p>Create access to online streaming video content for students to use at home (through the district technology department or Administration).</p>  | <p>Access to virtual/streaming options for all students was provided.</p>                |                       |                               |
| <p>Continue applying for grants for supplemental reading materials.</p>   | <p>Access to reading materials were made available to students based on grant funds.</p> |                       |                               |
| <p>Collect and organize pre and post-assessment data. Analyze student writing samples with a rubric (research-based</p>   | <p>Data analyzed was used to adjust lesson delivery and assignments for students.</p>    |                       |                               |

| Planned Actions/Services   | Actual Actions/Services  | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| from inside and out of district) for the beginning of the year compared to the end of the year, and graph the results. This will be an example of alternative data that is real for CSA. |  |                       |                               |
| Science and Social Studies Literacy: Further incorporation and analysis of Primary and Secondary sources of both narrative and expository texts (Reading & Writing).                     | Staff incorporated strategies to support this service throughout the year by analyzing student reading/writing texts.  |                       |                               |
| Science and Social Studies Literacy: Increase frequency of oral presentation of claim/justification of project-based research to a wider audience (Speaking & Listening).                | Staff incorporated strategies to support an increase frequency of oral presentation of claim/justification of project-based research to a wider audience through lesson delivery and student/staff dialog. |                       |                               |
| Teachers will continue to work on fine tuning pre and post test assessment (in speaking, writing, reading comprehension).  | Teachers adjusted assessment measures based on qualitative data they received.   |                       |                               |

## Analysis

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

Staff met with students weekly and assessed their work completion and tests given to determine what areas of support they need to be successful and receive the necessary credits to graduate. Data, both quantitative and qualitative, were used to steer the instructional delivery and areas of focus.

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

The strategies/activities used were very effective. The individual attention given to each student provided work detail and allowed for individual student focus, which helped staff with their lesson planning and instruction delivery.

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

N/A.

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.

N/A.

# Annual Review and Update

**SPSA Year Reviewed: 2022-23**

## Goal 2

Students will be able to read text and process a step-by-step example; then complete a similar problem on their own. Students will build processing stamina. All students will read and follow instructions to complete math computations.

## Annual Measurable Outcomes

| Metric/Indicator   | Expected Outcomes   | Actual Outcomes  |
|--|---|--|
| Student work samples in the fall vs. spring  | All students will show growth in math stamina and following complex directions and math computations. | Based on work completion, credits earned and academic assessments, students showed growth in work stamina with math. |
| Observations of in person student working behaviors and stamina in the fall vs. spring | Growth of student work behaviors and stamina in the spring as compared to the fall                    | Based on work completion, credits earned and academic assessments, students showed growth in work stamina with math. |

## Strategies/Activities for Goal 2

| Planned Actions/Services   | Actual Actions/Services  | Proposed Expenditures                                       | Estimated Actual Expenditures |
|--|--|---|-------------------------------|
| Require weekly note-taking from math textbook reading                              | Students completed weekly note-taking related to math, which was monitored by CSA staff.   | See Budget Summary<br>None Specified<br>None Specified<br>0 |                               |
| Incentivize note-taking by allowing use of notes on informal or formal assessments | Students increased their use of note-taking, which helped increased their success on tests/assessments, as measured by their work samples. |   |                               |

## Analysis

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

Teaching staff modeled, offered guided practice and opportunities for independent practice to increase processing stamina as it related to math computation.

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

Overall effectiveness was achieved in all areas of student math work, based on work samples, lesson samples, test scores, and observations.

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

N/A.

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.

N/A.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 3

Maintain or increase social and emotional counseling and parent connections for full-time CSA students.

## Annual Measurable Outcomes

| Metric/Indicator  | Expected Outcomes                         | Actual Outcomes |
|---|---|-----------------|
| Suspension Rate   | Suspension Rate: 0%                       | Goal met.       |
| Rate of Credit update Attendance  | Parent Attendance Rate: 100%              | Goal met.       |
| Full-time students will have quarterly meetings with the school counselor | Quarterly meetings for all students: 100% | Goal met.       |

## Strategies/Activities for Goal 3

| Planned Actions/Services   | Actual Actions/Services | Proposed Expenditures                                    | Estimated Actual Expenditures |
|--|-------------------------|--|-------------------------------|
| Meet 100% parent attendance at Credit Updates - building parent/school/teacher connections   | Goal met.               | See Budget Summary<br>None Specified<br>None Specified 0 |                               |
| Multiple contacts with the school counselor established for social emotional support for all full time students  | Goal met.               |  |                               |
| Manage and adjust more TTUSD services such as mental health support from in and outside of the school district, to serve our full time students across the CSA campuses. | Goal met.               |  |                               |
| The counselor will continue to adjust the daily and weekly work calendars to ensure support for all students.  | Goal met.               |  |                               |



| Planned Actions/Services  | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------|-------------------------------|
| The staff will continue multiple communication strategies such as email, phone calls, and in person meetings to ensure that all parents attend the Credit Updates in the Fall and Spring. | Goal met.               |                       |                               |

**Analysis**

Describe the overall implementation of the strategies/activities to achieve the articulated goal.  
 Overall, the implementation of strategies/activities were highly effective and successful, which contributed to student success.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.  
 Overall effectiveness had a degree of success with all students due to the individualized nature of the program, counseling support and support from CSA teachers.

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

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.  
 N/A.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 4

After the end of a Cold Stream course, students will have gained life/college/career preparedness, having gained insight into time management, communication skills, life-skilled aspects in curricula, and independent study learning.

## Annual Measurable Outcomes

| Metric/Indicator                | Expected Outcomes | Actual Outcomes |
|---------------------------------|-------------------|-----------------|
| FAFSA Completion rate           | 90%               | Goal Met        |
| Post-secondary application rate | 80%               | Goal Met        |
| Post-secondary acceptance rate  | 80%               | Goal Met        |

## Strategies/Activities for Goal 4

| Planned Actions/Services   | Actual Actions/Services | Proposed Expenditures                                    | Estimated Actual Expenditures |
|--|-------------------------|--|-------------------------------|
| Provide college/career tech support to complete FAFSAs and other scholarship forms   | Goal met.               | See Budget Summary<br>None Specified None<br>Specified 0 |                               |
| Maintain high academic expectations for SED to level playing field of educational opportunity and accomplishment   | Goal met.               |  |                               |
| English: communication skills - in all genres of writing, for each class; scholarship letters, letters of application are included in curriculum; speaking and listening skills are honed in our one-on-one meetings; digital skills and communication through email is utilized in each course; writing assignments based on realistic rhetorical situations; i.e. thank you letters, speeches, blogs, vlogs, amazon reviews, letters to editors, interviews, etc | Goal Met                |  |                               |

| Planned Actions/Services   | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------|-----------------------|-------------------------------|
| Mathematics: time management, college-level math skills, foundational math skills, teacher-student email communication, mapping with angles, real-world discussions for each function (algebraic and graphing)   | Goal Met                |                       |                               |
| Science: in Chemistry and Physics - students will have the opportunity to build skateboards, longboards, skimboards to understand and explore the uses of forces and chemicals. Job shadow introductions will be available to local winter recreation manufacturers to make connections to real world career applications. | Goal Met                |                       |                               |
| Social Studies: personal budgeting/finance/investing assignments, practical application of government in everyday lives, instruction on local/state/federal government, professional letter writing, drafting of formal resumes, creation of financial portfolio for both educational and personal use                     | Goal Met                |                       |                               |

## Analysis

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

Overall, implementation was provided by CSA staff/teachers to ensure students were successful meeting their program and/or targeted goals.

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

The methods used by staff were very effective to help support students with their success and course completions. Meeting individually with students to review the process, assist with applications and to complete the necessary documents are examples of the effectiveness of the strategies/activities used.

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

N/A.

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.

N/A.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 5

Increase and create alternative data collection pools and create a template and system for analyzing this data at Cold Stream Alternative.  
Truckee River Program will document graduation data and student transfer rates for student returning to more traditional school sites.

### Annual Measurable Outcomes

| Metric/Indicator  | Expected Outcomes                               | Actual Outcomes  |
|---|---|--|
| Number of added alternative data sets                                     | Two or more alternative data sets will be added | Partially met.   |
| Graduation Rate for Truckee River Program                                 | 70%   | Attempted/Partially met. Due to some students dropping out and/or not finishing contributed to this outcome.   |
| Students transferring out of Truckee River Program to another school site | 20%   | Not met. Students did not successfully complete the program (academically, socially, behaviorally, and emotionally), in order to return to their home high school. Some students also chose to stay at TRP, instead of returning to their home school because they felt there were more supports in place and they could be more successful. |

### Strategies/Activities for Goal 5

| Planned Actions/Services   | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------|-----------------------|-------------------------------|
| Staff will pilot alternative student growth data sets, with a focus on point of student contact to point of student exit                                 | Partially met.          |                       |                               |
| Staff will work with the 2022-2023 WASC committee on fine tuning our accountability process  | Met                     |                       |                               |
| Students will work with the counselor if they are interested in transferring out of Truckee River Program to complete their schooling on another campus. | Met                     |                       |                               |
| Students at Truckee River Program will be given  | Met                     |                       |                               |

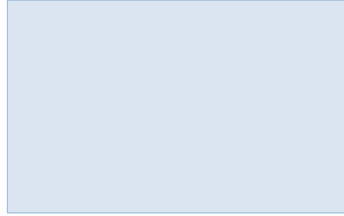
**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

alternative choices on how to meet academic standards. Ex: Through oral, verbal or written proof of meeting and exceeding standards.



**Analysis**

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

Staff used strategies/activities that were creative, meaningful, and practical, which increased the chances of success for students.

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

Overall effectiveness of the methods and strategies used were moderately successful. The strategies/activities used were good attempts, but a re-evaluation of these strategies/activities are in order to maximize student success.

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

N/A.

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.

N/A.

# 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:

- School Principal
- Classroom Teachers

## **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, Jeff Santos on 11/1/2023



# Addendum

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

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program