School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Truckee Elementary	6031322	October 1, 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 Truckee Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

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.

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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 Truckee Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

Educational Partner Involvement

How, when, and with whom did Truckee Elementary 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 Truckee Elementary School Site Council (SSC) and English Learner Advisory Committee (ELAC) have met to review progress on our previous year's SPSA and create a new SPSA for the upcoming school year. The following dates and descriptions outline our collaborative consultation with our SPSA:

October 9, 2023: SSC Training given to all SSC members. Committee reviewed and made suggestions to this year's Parent Survey. Group evaluated the effectiveness of the SPSA and the PIP.

November 7, 2023: Principal presented working draft of 2023-2024 SPSA to SSC. This presentation included an overview of goals, key actions planned, and proposed spending of Title 1 funds for 2023-2024. ELA and Math Goals were covered. Site Attendance focus shared. Feedback was gathered from the members of SSC and applied to the documents. Feedback included a review of the School Safety Plan. Request for final approval of SPSA for 23/24

December 4, 2023:

February 2, 2024: Principal presented working draft of 2023-2024 SPSA to the Truckee Elementary English Language Advisory Committee (ELAC), which includes parents of English Language Learners, our ELD Coordinator, assistant principal, and community liaison. This presentation emphasized our work with English Learners, students at-risk of LTEL, as well as work on our ILPs. Feedback was gathered from the members of ELAC and applied to the documents. Feedback included questions about parent involvement and communication districtwide. Google Translate was stated as no longer acceptable for important family communications. Questions also came up about the use of Title 1 funds in translations. Parent Involvement Policy was reviewed.

February 6, 2024: TES Safety Plan was shared and approved by SSC

March 2 2024: Principal presented working draft of 2023-2024 SPSA to the Truckee Elementary Instructional Leadership team, which consists of grade level classroom teacher representatives Kinder through fifth grade, special education teacher representative, enrichment teacher representative, instructional coach, principal, and assistant principal. This presentation included an overview of goals, key actions planned, and proposed spending of Title 1 funds for 2023-2024. Feedback was gathered from the members of SSC and applied to the documents.

March 12, 2024

June 4, 2024: SSC Team reviewed annual Title 1 expenditures

September 10, 2024 SSC Training given to all SSC members. SSC reviewed EOY data on local assessments related to SPSA goals for 2024-2025. SSC reviewed SPSA draft for 24/25.

October 1, 2024: The principal shared end-of-year local assessment data as available to review progress toward goals. SSC will also review the planned key actions of the 24-25 and share progress on those key actions.SSC reviewed the 2023-2024 SPSA and shared results for progress on the goals. Principal shared proposed adjustments for Title 1 spending in 24-25 based on shifts in grant funds and new priorities based on progress toward goals. SSC approved

revisions to Title 1 spending for 2024-2025 school year. There were no adjustments to the goals and action items for the remainder of this school year's SPSA.

October 16, 2024: Truckee Elementary SPSA goes to TTUSD board for final approval.

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.

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.

ELA Academic Performance overall is in the orange range.

English Learner Progress overall is in the orange range.

Math Academic Performance overall is in the yellow range.

Chronic Absentee Performance overall is in the red range.

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.

ELA Academic Performance overall is in the orange range. EL 50 pts below standard, SED 31.7 pts below standard, SWD 63.7 pts below standard

English Learner Progress overall is in the orange range.

Math Academic Performance overall is in the yellow range. EL 61.1 pts below standard, SED 41.3 pts below standard, SWD 88.6 pts below standard

Chronic Absentee Performance overall is in the red range.   EL 30.7% chronic absentee, SED 30% chronic absentee, white 14.9% chronic absentee

Other Needs

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

ELA Academic performance is a crucial area for improvement. The site has set short term and long term goals to address student needs including a school wide exchange called Walk to Learn now called Language and Literacy time. 5% annual growth targets are set for 24/25 after 5% growth was experienced in 2023/24

EL progress for remains in the orange range. The site has set short term and long term goals to address students reclassification needs through progress monitoring and a 20% reclassification goal.

Math Academic performance is a crucial area for improvement. The site has set annual goals to address student needs including the implementation of a new math program K-5. 5% annual growth targets are set for 24/25.

Chronic Absentee Rates have been reduced drastically since the 22/23 dashboard. However there are still significant gaps with chronic absenteeism. The site has a goal to reduce chronic absentee rates to below 10% and improve positive attendance rates to over 60%.

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.

ELA
Goal #1-ELA: By spring of 2025, Truckee Elementary students will:
- Increase 5 percentage points (55% overall) in overall ELA proficiency and ELA claims when monitoring cohorts of students including subgroups as measured by the CAASPP in grades three, four and five

Goal #1a- ELD: by spring of 2025, Truckee Elementary English Learners wil:
- Increase by 5 percentage points the students scoring at the well developed/moderately developed levels as measured by the ELPAC with a specific focus on facilitating speaking and listening in instruction and learning in designated and integrated ELD including academic conversations; maintain the number of students as reclassified fluent English proficient (RFEP) to at least 20%

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.

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	2024 CAASPP ALL: 49% Hispanic: 33% White: 76% EL: 5% RFEP: 43% SED: 37% SWD: 13%	2025 CAASPP ALL: 54% Hispanic: 38% White: 81% EL: 10% RFEP: 48% SED: 42% SWD: 18%
ELPAC	ELPAC 2024 Overall Language Proficiency: Level 4 Well developed: 28%n (45n) Level 3 Moderately developed: 28% (44n) Level 2 Somewhat developed: 20% (32n)	EL (ELPAC and RFEP rates) 33% Well-developed on ELPAC 33% Moderately-developed on ELPAC 20% RFEP rate

	Level 1 Minimally developed: 37% (37n) (56% well or moderately developed) 41 students were Reclassified as RFEP RFEP rate = 30%	
SED: DIBELS	2023 SED: 29% of students in our socio-economic disadvantaged subgroup made above average or well-above average growth according to these screeners from BOY to EOY	2025 SED: 85% of students in our socio-economic disadvantaged subgroup will make above average or well-above average growth according to these screeners from BOY to EOY

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	Continue professional development and science of reading instruction (LETRS), monitor DIBELS assessments to expect at least average growth rate according to DIBELS composite reading scores from beginning of year screener to middle of year screener to end of year screener; additionally, 85% of students in our socio-economic disadvantaged subgroup will make above average or well-above average growth according to these screeners from BOY to EOY.	All Students, SED	2,020 Title I None Specified Additional time for RTI Coordinator data entry/ collaboration with teachers ($1,000) including marathon collaboration days ($1,020) 7,000 Title I None Specified Provide sub coverage for assessment support/ progress monitoring using DIBELS (Amplify, mClass) ($7,360)
1.2	Complete at least three Plan Do Study Act (PDSA) cycles of inquiry in Professional Learning Communities (PLCs) to refine our PLC collaboration practices and continue to refine common Tier 1 "spotlight strategies" for English Language Arts in speaking, listening, reading, and writing instruction. All grade levels will participate in targeted groupings in our Walk to Learn RTI exchange focusing on boosting student skill level and proficiency.	All students	
1.3	Further refine our designated Blended ELD model and our integrated ELD instruction to increase quantity and quality of academic/ collaborative conversations that target specific ELD levels through highly engaging content. Common intervention time for all learners is set for 24/25 called Language and Literacy Time (LLT).	EL, RFEP	5,000 Title I None Specified Continue to support focus group and PD beyond our regular staff collaborations; compensation for teachers working with ELD Coordinator

			and academic conversations specialist
1.4	Continue using universal screening and progress monitoring using the DIBELS and CAPTI as outlined by the district assessment calendar	All students	
1.5	Further refine system of differentiation and implementation of systematic instruction in reading in Tier 1 (instruction and materials align with science of reading), Tier 2 (SIPPS), and Tier 3 (Sonday). Use Morning Boost Intervention time (targeted) to accelerate student progress in reading skills.	All students, SWD, SED, EL, RFEP	4,225 Title I None Specified Read Naturally subscriptions ($4,225) 20,000 Title I None Specified School Supplies/Materials ($10,000), Morning Boost Reading Acceleration tutoring ($10,000)
1.6	Intervention Teacher	All students, SWD, SED, EL, RFEP	104,607.25 Title I

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.

ELA scores increased by 6% schoolwide showing that implementation of strategies within Goal 1 have been successful.

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

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.

Addition of Morning Boost Reading Intervention program and $10,000 to support teachers working beyond their daily schedule. Explore Afternoon Boost Reading Intervention Program for January 2025.

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 spring of 2025, Truckee Elementary students will:
- Increase 5 percentage points (to 46% proficient schoolwide) in overall math proficiency and math claims when monitoring cohorts of students including subgroups as measured by the CAASPP in grades four and five

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.

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	2024 CAASPP Math ALL: 40% Hispanic: 22% White: 73% EL: 3.7% RFEP: 33% SED: 24% SWD: 13%	School enters Expected Outcome by June 2025 ALL: 45% Hispanic: 27% White: 78% EL: 8% RFEP: 38% SED: 29% SWD: 18%
See Addendum Expected Annual Measurable Outcomes section		

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	Continue universal screening and progress monitoring using Eureka Module assessments as outlined by the district assessment calendar	All students	
2.2	Implement Eureka Math K-5 Program and focus on "spotlight strategies" to ensure fidelity of instruction	All students	

	of materials (i.e. Math Message, Focus Lessons, Math Boxes, Math Warm Up, Open Response/ Re-engagement lessons, and Math Games)		
2.3	Expand use of differentiated skill building applications to scaffold math instruction and accelerate learning	All students, SWD, SED, EL	5,600 Title I None Specified IXL and Formative Loop platforms to scaffold and differentiate math skills beyond Eureka materials 8,000 Unrestricted None Specified Math Tutoring Program Extended Day Program (with Truckee High School)
2.4	Support Math PD for teachers within the school day (staff meeting hours) and outside of the school day. Jo Boaler Math PD, which is an online and self paced module, will be offered to all teachers to support their math learning and professional development	All Students	5000 Extended Learning Opportunity

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.

Math CAASPP scores decreased slighly by 1%. A new math program was piloted and adopted within the 23/24 school year.

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

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.

Support given for Jo Boaler online math PD program for teachers.

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 Culture
By the end of the 2024-2025 school year, Truckee Elementary will:
- Maintain low suspension rate across all sub-groups and not to exceed 2% suspension overall
- Decrease chronic absenteeism rate across all sub-groups by 3% points
- Increase positive attendance rates to 60% from 53%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

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	2024 Suspension Rate ALL: <1% (0.6%) White: <1% (0.4%) Hispanic: 0.5% SED: <1% (1%) EL: 0% SWD: 1% Any suspensions equally distributed across subgroups (e.g. no over-representation of SED, nor Latino, nor SWD)	2025 Suspension Rate ALL: <2% Any suspensions equally distributed across subgroups (e.g. no over-representation of SED, nor Latino, nor SWD) We are going to increase positive attendance rates to 60%
Chronic Absenteeism	2024 Chronic Absenteeism ALL: 12% White:8% Hispanic: 14% SED: 17% EL: 20% SWD: 20%	2025 Chronic Absenteeism ALL: 7% White: 5% Hispanic: 9% SED: 10% EL: 10% SWD: 10%

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	Using chronic absenteeism data from last year, data from CAASPP, DESSA, caring connections, we will identify students that are at risk of chronic absenteeism and low performance, implement targeted academic and attendance interventions to support student growth.	All students	None Specified None Specified
3.2	Using Classroom 180, increase the social-emotional well-being of students through continued professional development and implementation of trauma-informed care in all classrooms. Trauma informed care and Classroom 180 will be the topic of staff training at no less than 3 staff meetings.	All students	
3.3	Complete Caring Connections activity with staff 3 times per year, complete Caring Connections survey with students at least 1 time per year. Use Caring Connections data to support student-staff connections specifically for those students who either identified no caring connection or are at risk of chronic absenteeism and low performance.	All students	
3.4	Using data from A2A and AERIES, identify students that are at risk of chronic absenteeism, sending letters and holding conferences no less than 1 time per week and identifying students whose attendance has improved once per month and sending positive letters home.	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.

Decreases to Suspension Rate, Chronic Absentee Rate and Discipline Referrals have all occurred in this goal area.

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

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.

The major change to this goal area is to increase our positive attendance rate from 53% to 60%.

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.

> **Social-Emotional Support and Learning**
> Truckee Elementary will consistently use trauma informed care, restorative circles and community circles during the school day, specifically prioritizing using community circles during the first 30 minutes of the day in order to decrease discipline referrals by 6% and using the DESSA screener for beginning of year, mid year, and end of year social skills data points.

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.

>

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
DESSA	DESSA Screener shows: • 6% of students who needs instruction at EOY 2024 • 64% of students who meet (typical) instruction at EOY 2024 • 30% of students who exceed instruction at EOY 2024	2025 Goal Decrease number of students who "needs instruction" less than 5% per grade level by the end of year screening and increase students who meet or exceed instructional level strengths by at least 10%. 34% target for Exceed instruction EOY 2025
Parent, Student and Staff Survey Data	Each teacher, student and parent will share "Hopes and Dreams" for their students in the 24/25 school year.	Show increased staff, student and parent engagement based on site pre/post survey data.
Reduction in Referrals	138 referrals (for 45 students) written in 23/24 . 56 considered "major", 82 considered minor.	Reduce behavioral referrals to 130 total. • 77 minor • 53 major

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	Continue and refine professional development on how to use DESSA to drive social-emotional instruction and learning, including Aperture resources and Second Step (or other district approved social emotional curriculum)	All students	
4.2	Continue and refine professional development on trauma-informed practices for systematic implementation using Classroom 180	All students	None Specified None Specified
4.3	Continue to refine and implement community circles and restorative practices	All students	
4.4	Administer parent, student, and staff surveys to monitor the safe, supportive, and collaborative culture of our school and respond to continue to improve.	All students	
4.5	First 30 minutes of the school day will be dedicated to social emotional learning in the classroom, second step, book studies, and community circles.	All students	
4.6	Implement Toolbox program to build understanding of SEL tools within students by having all staff trained on tools for SEL development.	All Students	15,000 Lottery: Instructional Materials

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.

SEL activities have been a strength of Truckee Elementary and the school is actively looking for an alternative to the DESSA.

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

Addition of Toolbox materials and PD for staff.

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.

Implementation of the Toolbox program will bring universal language to the staff for understanding student emotions and supporting students

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	$138,394
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$176,452.25
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 ($)
Title I	$148,452.25

Subtotal of additional federal funds included for this school: $148,452.25

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 ($)
Extended Learning Opportunity	$5,000.00
Lottery: Instructional Materials	$15,000.00
Unrestricted	$8,000.00

Subtotal of state or local funds included for this school: $28,000.00

Total of federal, state, and/or local funds for this school: $176,452.25

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
Extended Learning Opportunity	5,000.00
Lottery: Instructional Materials	15,000.00
Title I	148,452.25
Unrestricted	8,000.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	51,845.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Extended Learning Opportunity	5,000.00
	Lottery: Instructional Materials	15,000.00
	Title I	104,607.25
None Specified	Title I	43,845.00
None Specified	Unrestricted	8,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	142,852.25
Goal 2	18,600.00
Goal 4	15,000.00

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

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Ryan Galles	Principal
Sheviya Woelbing	Classroom Teacher
Leslie Fansler	Classroom Teacher
Stephanie Blume	Classroom Teacher
Sedena Paniagua Ochoa	Other School Staff
Jared Paddock	Parent or Community Member
Allison Griffin	Parent or Community Member
Duggan Kerney	Parent or Community Member
Laura Buckner	Parent or Community Member
Sara King	Parent or Community Member

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
	Gifted and Talented Education Program Advisory Committee
	Other: Truckee Elementary Instructional Leadership Team

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 10/1/2024.

Attested:

	Principal, Ryan Galles on 10.1.2024
	SSC Chairperson, Duggan Kerney on 10.1.2024