

School Year: **2022-23**



## 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>	Truckee Elementary
<b>Address</b>	11911 Donner Pass Rd Truckee, CA 96161
<b>County-District-School (CDS) Code</b>	6031322
<b>Principal</b>	Sara Colborn
<b>District Name</b>	Tahoe Truckee Unified School District
<b>SPSA Revision Date</b>	October 4, 2022
<b>Schoolsite Council (SSC) Approval Date</b>	October 4, 2022
<b>Local Board Approval Date</b>	November 16, 2022

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.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- School Vision and Mission ..... 3
- School Profile ..... 3
- Educational Partner Involvement ..... 3
- School and Student Performance Data ..... 5
  - Student Enrollment..... 5
- Goals, Strategies, & Proposed Expenditures..... 7
  - Goal 1 ..... 7
  - Goal 2 ..... 11
  - Goal 3 ..... 14
  - Goal 4 ..... 17
- Annual Review and Update ..... 20
  - Goal 1 ..... 20
  - Goal 2 ..... 24
  - Goal 3 ..... 26
  - Goal 4 ..... 29
- School Site Council Membership ..... 31
- Recommendations and Assurances ..... 32

# School Vision and Mission

Within our caring, diverse, and inclusive preschool through the fifth-grade learning environment, Truckee Elementary School's mission is to empower and inspire students to reach their full potential through engaging and challenging instruction and learning that emphasizes literacy across all content areas, embraces the diversity of our neighborhood, and values what makes each child unique. In collaboration with our Truckee community, our students will become safe, responsible, and respectful citizens.

## School Profile

At Truckee Elementary, all students will experience a balanced education addressing the needs of the whole child. For all children to succeed, it is necessary to integrate social, emotional, and physical development with a strong academic program. A challenging academic focus will provide the foundation for the acquisition and mastery of the basic skills, in areas of reading, writing, speaking and listening, mathematics, science, and humanities. With this foundation, children will acquire the tools to be successful in all subject areas. We expect all students to be responsible learners, to self-evaluate, to accept challenges, and to be solution seekers. In preparing for the future, students will have the skills to access information and utilize available resources for further learning. Learning will take place in a positive, safe, and cooperative environment that values individual differences and fosters a feeling of community. We are committed to providing quality education to all students, and we are proud to be a community hub.

Truckee Elementary School is unique in its demographics. We embrace the diversity of our neighborhood school, and we face challenges with our diversity as well. We have a particularly broad spectrum of needs in our classrooms, and many of our students come to us without the readiness skills found at other sites. Because of our neighborhood location and our proud status as a school that houses multiple district special education programs, we do have a larger percentage of students who come from socio-economically struggling families, who have academic and emotional disabilities, and who are learning English as a second language. We take pride in being a community hub and neighborhood school, and we accept the challenge of meeting the needs of many of the most struggling elementary age students who are part of loving working families that also struggle with having the resources to provide support at home. We simultaneously work to meet the needs of the many students who are school ready and often quite accelerated as part of a safe, responsible, and respectful campus. Our enrollment declined 11% between 2017 and 2020; however, our number of students has maintained at about 465 the last two years. In the 2021-2022 and 2022-2023 school years, we have many new families who have moved into our school zone with children who enrolled at our school; however, we also had many students move away from our school zone, so our actual student body has had many transitions.

## 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 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:

June 7, 2022: SSC reviewed EOY data on local assessments related to SPSA goals for 2021-2022.

October 4, 2022: SSC reviewed the 2021-2022 SPSA and shared results for progress on the goals. Principal shared proposed adjustments for Title 1 spending in 22-23 based on shifts in grant funds and new priorities based on progress toward goals. SSC approved revisions to Title 1 spending for 2022-2023 school year. There were no adjustments to the goals and action items for the remainder of this school year's SPSA.

October 12, 2022: ELAC reviewed the 2021-2022 SPSA and shared results for progress on the goals. There were no adjustments to the goals and action items for the remainder of this school year's SPSA.

February 2, 2023: 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 XXXXXXXXXXXXXXXXXXXX

February 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. Feedback was gathered from the members of SSC and applied to the documents. Feedback included XXXXXXXXXXXXXXXXXXXX

February 14, 2023: 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. Feedback included XXXXXXXXXXXXXXXXXXXX

March 7, 2023: SSC met to review the working draft of 2023-2024 SPSA that included feedback from ELAC, SSC, and site Instructional Leadership Team. SSC approved SPSA including proposed spending of Title 1 funds for 2023-2024.

Involvement Process and Review: June 6, 2023 The principal will share end-of-year local assessment data as available to review progress toward goals. SSC will also review the planned key actions of the 22-23 and share progress on those key actions.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.87%	0.2%	0.23%	4	1	1
African American	0.65%	0.7%	0.23%	3	3	1
Asian	0.22%	%	0.23%	1		1
Filipino	0%	%	%	0		
Hispanic/Latino	58.66%	57.3%	55.61%	271	260	243
Pacific Islander	0%	%	%	0		
White	35.5%	37.7%	37.30%	164	171	163
Multiple/No Response	3.03%	3.7%	4.81%	14	17	21
	<b>Total Enrollment</b>			462	454	437

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	82	87	96
Grade 1	69	66	68
Grade 2	74	76	62
Grade3	72	72	72
Grade 4	75	72	71
Grade 5	90	81	68
<b>Total Enrollment</b>	462	454	437

### Conclusions based on this data:

1. Our enrollment declined 8% between 2018 and 2020; however, our number of students decreased by only 8 students from last year. In the 2020-2021 and 2021-2022 school years, we have many new families who have moved into our school zone with children who enrolled at our school; however, we also had many students move away from our school zone, so our actual student body has had much turn over even though it appears to be a stable number.
2. Truckee Elementary School is unique in its demographics. We embrace the diversity of our neighborhood school, and we face challenges with our diversity as well. We have a particularly broad spectrum of needs in our classrooms, and many of our students come to us without the readiness skills found at other sites. Because of our neighborhood location and our proud status as a school that houses multiple district special education programs, we do have a larger percentage of students who come from socio-economically struggling families, who have academic and emotional disabilities, and who are learning English as a second language.

3. Our Latino population remains to be the majority of our demographic. While not all of our Latinos are English Learners, the majority are ELs. This need to support English Learners impacts our site in that the need to support designated ELD exceeds the ELD teacher allocation. As such, our site has been creative to provide designated ELD through our Blended ELD program and prioritize professional development to support speaking and listening including academic conversations to maximize resources.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

ELA

### Goal Statement

Goal #1-ELA: By spring of 2023, Truckee Elementary students will:

- Increase 5 percentage points in overall ELA proficiency and ELA claims when monitoring cohorts of students including subgroups as measured by the CAASPP in grades four and five

Goal #1a- ELD: by spring of 2023, Truckee Elementary English Learners wil:

- Increase 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; increase the number of students as reclassified fluent English proficient (RFEP) to at least 15%

### 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

The basis for these goals is 2020-2021 CAASPP ELA results, DIBELS screening growth measures, and ELPAC scores from 2020-2021

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	<p>2021 CAASPP</p> <p>All: 46% Hispanic: 35% White: 61% EL:17% RFEP: 74% SED: 35% SWD: 24%</p> <p>2022 CAASPP</p> <p>ALL: 48% Hispanic: 30% White: 68% EL: 16% RFEP: 50% SED: 33% SWD: 31%</p>	<p>2023 CAASPP</p> <p>ALL: 51% Hispanic: 40% White: 65% EL: 22% RFEP: 79% SED: 40% SWD: 29%</p>
ELPAC	2021 EL (ELPAC and RFEP rates)	EL (ELPAC and RFEP rates)

Metric/Indicator	Baseline	Expected Outcome
	13% Well-developed on ELPAC 43% Moderately-developed on ELPAC  1% RFEP rate  2022 EL (ELPAC and RFEP rates)  6% Well-developed on ELPAC 39% Moderately-developed on ELPAC  14% RFEP rate	18% Well-developed on ELPAC 48% Moderately-developed on ELPAC  15% RFEP rate
SED: DIBELS	2021  SED: Baseline will be established in 2021-2022 school year  2022: "All" (not yet disaggregated by subgroup) Percentage of students by grade level that made above average/ well-above average growth on DIBELS screeners:  Kinder 50.% (MOY to EOY) 1st 78.4% (BOY to EOY) 2nd 75% (BOY to EOY) 3rd 70.4% (MOY to EOY) 4th 42.8% (MOY to EOY) 5th 76% (MOY to EOY)	2023  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

## Planned Strategies/Activities

### Strategy/Activity 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.

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

All Students, SED

### Timeline

By the end of 2022-2023 school year

### Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,020
<b>Source</b>	Title I
<b>Budget Reference</b>	None Specified
<b>Description</b>	Additional time for RTI Coordinator data entry/ collaboration with teachers (\$1,000) including marathon collaboration days (\$1,020)
<b>Amount</b>	7,360
<b>Source</b>	Title I
<b>Budget Reference</b>	None Specified
<b>Description</b>	Provide sub coverage for assessment support/ progress monitoring using DIBELS (Amplify, mClass) (\$7,360)

### Strategy/Activity 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

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

All students

#### Timeline

By the end of 2022-2023 school year

#### Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 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

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

EL, RFEP

#### Timeline

By the end of 2022-2023 school year

#### Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,400
<b>Source</b>	Title I

<b>Budget Reference</b>	None Specified
<b>Description</b>	Continue to support focus group and PD beyond our regular staff collaborations; compensation for teachers working with ELD Coordinator and academic conversations specialist

### Strategy/Activity 4

Continue using universal screening and progress monitoring using the STAR and STAR Early Literacy as outlined by the district assessment calendar

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

All students

#### Timeline

By the end of 2022-2023 school year

#### Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 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 (Sunday).

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

All students, SWD, SED, EL, RFEP

#### Timeline

By the end of 2022-2023 school year

#### Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	13,325
<b>Source</b>	Title I
<b>Budget Reference</b>	None Specified
<b>Description</b>	Purchase Foundations kits (3,800), Read Naturally subscriptions (\$9,025), and Kindle books (\$500)
<b>Amount</b>	40,510
<b>Source</b>	Title I
<b>Budget Reference</b>	None Specified
<b>Description</b>	Full day sub daily to support Walk to Learn reading model TK-fifth grade (\$33,760) and Extended Day Reading Acceleration tutoring (\$6,750)

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Math

### Goal Statement

By spring of 2023, Truckee Elementary students will:

- Increase 5 percentage points 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

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

The basis for this goal is the CAASPP math results from 2021-2022 and STAR Math and STAR Early Literacy scores from 2021-2022.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	2021 All: 34% Hispanic: 22% White: 53% EL: 13% RFEP: 44% SED: 25% SWD: 7%  2022 ALL: 46% Hispanic: 27% White: 69% EL: 19% RFEP: 32% SED: 31% SWD: 21%	School enters Expected Outcome by June 2023  ALL: 39% Hispanic: 27% White: 58% EL: 18% RFEP: 49% SED: 29% SWD: 12%
See Addendum Expected Annual Measurable Outcomes section		

### Planned Strategies/Activities

## Strategy/Activity 1

Continue universal screening and progress monitoring using STAR Math and STAR Early Literacy as outlined by the district assessment calendar

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

All students

### Timeline

By the end of the 2022-2023 school year

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 2

Recommit to implementation of Everyday Math "spotlight strategies" to ensure fidelity of instruction of materials (i.e. Math Message, Focus Lessons, Math Boxes, Math Warm Up, Open Response/ Re-engagement lessons, and Math Games)

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

All students

### Timeline

By the end of the 2022-2023 school year

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 3

Expand use of differentiated skill building applications to scaffold math instruction and accelerate learning

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

All students, SWD, SED, EL

### Timeline

By the end of the 2022-2023 school year

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

Amount

7,736

<b>Source</b>	Title I
<b>Budget Reference</b>	None Specified
<b>Description</b>	IXL and Formative Loop platforms to scaffold and differentiate math skills beyond Everyday Math materials
<b>Amount</b>	12,000
<b>Source</b>	Title I
<b>Budget Reference</b>	None Specified
<b>Description</b>	Math Tutoring Program Extended Day

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Safe, Supportive and Collaborative Culture

### Goal Statement

By the end of the 2022-2023 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

### 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

The basis for this goal is attendance and suspension data gathered from DataQuest and compared to Aeries records.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	<p>2021 Suspension Rate:</p> <p>ALL: .4% White: .5% Hispanic: .5% SED: 0% EverEL: 0% SWD: 0%</p> <p>2021 - 2022 Suspension Rate:</p> <p>ALL: 0% White: 1% Hispanic: 0% SED: 0% EL: 0% SWD: 0%</p>	<p>2023</p> <p>Suspension Rate</p> <p>ALL: &lt;2% Any suspensions equally distributed across subgroups (e.g. no over-representation of SED, nor Latino, nor SWD)</p>
Chronic Absenteeism	<p>2021 Chronic Absenteeism</p> <p>ALL: 9% White: 6% Hispanic: 10% SED: 11% EverEL: 11% SWD: 9%</p> <p>2021 - 2022 Chronic Absenteeism:</p>	<p>2023</p> <p>Chronic Absenteeism</p> <p>ALL: 6% White: 3% Hispanic: 7% SED: 8% EverEL: 8% SWD: 6%</p>

Metric/Indicator	Baseline	Expected Outcome
	ALL: 9% White: 2% Hispanic: 13% SED: 7% EL: 15% RFEP: 16% SWD: 8%	

## Planned Strategies/Activities

### Strategy/Activity 1

Increase the social-emotional well-being of students through continued professional development and implementation of trauma-informed care

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

All students

#### Timeline

By the end of the 2022-2023 school year

#### Person(s) Responsible

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

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,700
<b>Source</b>	Title I
<b>Budget Reference</b>	None Specified
<b>Description</b>	Parent education workshops (Teacher and facilitator compensation)

### Strategy/Activity 2

Complete DESSA assessment for every child at Truckee Elementary at least three times to drive social-emotional learning (SEL) and instruction

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

All students

#### Timeline

By the end of the 2022-2023 school year

#### Person(s) Responsible

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

#### Proposed Expenditures for this Strategy/Activity

### **Strategy/Activity 3**

Complete Caring Connections protocol at least twice as a staff; students complete Caring Connections survey to identify trusted adults

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

All students

#### **Timeline**

By the end of the 2022-2023 school year

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

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

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

### **Strategy/Activity 4**

Reinstate and expand positive attendance celebrations monthly, intermittently, and end of year

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

All students

#### **Timeline**

By the end of the 2022-2023 school year

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

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

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

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Social-Emotional Support and Learning

### Goal Statement

Truckee Elementary will administer the DESSA at least three times and the number of students in the "needs instruction" category will have decreased as measured by the DESSA-mini and DESSA social emotional screener.

### 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

The basis for this goal is the DESSA-mini and DESSA screener results

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DESSA	Baseline will be determined by 2022 beginning of year results	2023 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%.

### Planned Strategies/Activities

#### Strategy/Activity 1

Continue and refine professional development on how to use DESSA to drive social-emotional instruction and learning, including Aperture resources and Second Step

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

All students

**Timeline**

By the end of the 2022-2023

**Person(s) Responsible**

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

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 2**

Continue and refine professional development on trauma-informed practices for systematic implementation

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

All students

**Timeline**

By the end of the 2022-2023

**Person(s) Responsible**

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

**Proposed Expenditures for this Strategy/Activity**

**Source**

None Specified

**Budget Reference**

None Specified

**Strategy/Activity 3**

Continue to refine and implement community circles and restorative practices

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

All students

**Timeline**

By the end of the 2022-2023

**Person(s) Responsible**

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

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 4**

Administer parent, student, and staff surveys to monitor the safe, supportive, and collaborative culture of our school and respond to continue to improve.

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

All students

**Timeline**

By the end of the 2022-2023

**Person(s) Responsible**

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

**Proposed Expenditures for this Strategy/Activity**

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 1

Goal #1-ELA: By spring of 2023, Truckee Elementary students will:

- Increase 5 percentage points in overall ELA proficiency and ELA claims when monitoring cohorts of students including subgroups as measured by the CAASPP in grades four and five

Goal #1a- ELD: by spring of 2023, Truckee Elementary English Learners wil:

- Increase 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; increase the number of students as reclassified fluent English proficient (RFEP) to at least 15%

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC ELA	2023 CAASPP ALL: 51% Hispanic: 40% White: 65% EL: 22% RFEP: 79% SED: 40% SWD: 29%	2022 CAASPP ALL: 48% Hispanic: 30% White: 68% EL: 16% RFEP: 50% SED: 33% SWD: 31%
ELPAC	EL (ELPAC and RFEP rates) 18% Well-developed on ELPAC 48% Moderately-developed on ELPAC 15% RFEP rate	EL (ELPAC and RFEP rates) 6% Well-developed on ELPAC 39% Moderately-developed on ELPAC 14% RFEP rate
SED: DIBELS	2023 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	2022: "All" (not yet disaggregated by subgroup) Percentage of students by grade level that made above average/ well-above average growth on DIBELS screeners: Kinder 50.% (MOY to EOY) 1st 78.4% (BOY to EOY) 2nd 75% (BOY to EOY) 3rd 70.4% (MOY to EOY) 4th 42.8% (MOY to EOY) 5th 76% (MOY to EOY)

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Partially implemented (We are still working on process to disaggregate data by subgroup in Amplify)</p>	<p>Continue PD and professional support for DIBELS and LETRS (beyond staff meetings with pilot group and literacy committee) to support SED students None Specified Title I 7,425</p>	<p>Additional time for RTI Coordinator data entry and analysis/ collaboration with gen ed teachers (1,000) including marathon collaboration days, subs for classrooms (1,020) None Specified Title I 2,020</p>
		<p>Purchase DIBELS (Amplify mClass) None Specified Title I 7,450</p>	<p>Provide sub coverage for assessment supports/ progress monitoring using DIBELS (Amplify, mClass) (7,360)</p>
<p>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</p>	<p>Partially implemented (2 cycles)</p>		
<p>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</p>	<p>Partially implemented (continue to work on Conversation Assessment Tools to quantify speaking and listening progress and group students more objectively and accurately beyond ELPAC)</p>	<p>Continue to support focus group and PD beyond our regular staff collaborations; compensation for teachers working with ELD Coordinator and academic conversations specialist None Specified Title I 5,400</p>	
<p>Continue using universal screening and progress monitoring using the STAR and STAR Early</p>	<p>Fully implemented</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy as outlined by the district assessment calendar			
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 (Sunday).	Partially implemented (Began schoolwide Walk to Learn, and continue to apply learning to filter and target instructional materials)	Purchase Lexia to support reading differentiation None Specified Title I 12,500	Purchase Foundations kits (3,800), Read Naturally subscriptions (9,025), and Kindle books (500) None Specified Title I 13,325  Full day sub daily to support Walk to Learn reading model TK-fifth grade (33,760) and Extended Day Reading Acceleration tutoring (6,750) None Specified Title I 40,510

## Analysis

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

The overall implementation of the strategies/ activities to achieve our articulated goal range from partially to fully implemented. See details above.

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

The overall effectiveness of the strategies/ activities to achieve the articulated goal as measured by the school are not yet fully evident in the data as measured by CAASPP. When looking at the CAASPP ELA scores, none of our subgroups have yet achieved an increase of at least 5%. When reviewing our ELPAC data, we are approaching but have not yet reached the expected outcomes for 2023. Our RFEP data is rapidly approaching our target for Spring 2023.

Our efforts to refine instructional strategies and materials through professional development (i.e. LETRS and DIBELS) are showing progress as measured by our local data, specifically our BOY, MOY, and EOY DIBELS data. In almost all grades, over 70% of students made above average or well above average growth on the DIBELS screeners. 50% of Kinder students achieved this rate of progress (from MOY to EOY), and just over 42% of fourth graders achieved this rate of growth. There is ample opportunity for us to continue our strategies and activities to fully implement and refine our instructional strategies and materials in ELA and ELD. Our PDSA cycles of inquiry (i.e. primarily focusing on reading, writing, speaking/ listening, and vocabulary at this time) and significant professional collaboration time dedicated in our PD calendar allow us to filter through our current materials and Spotlight Strategies to further target instruction for our all children and all subgroups.

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

Due to changes in some funding sources, we do have differences between proposed and estimated actual expenditures as well as some shifts in priorities/ funding for collaborative and data work.

TTUSD Educational Services purchased our DIBELS licenses, so that no longer comes from our Title 1 budget. Our PD calendar and PDSA / PLC collaborations are providing the space and time within our TTEA contract to target instruction for our subgroups, and we have found that the entire staff is collectively engaged in this work so that a "pilot group" is no longer needed at our site. However, there is a need for additional support so that teachers can practice and complete progress monitoring assessments and analyze data/ evidence to organize our Walk to Learn deployment model. Also, our one RTI Coordinator is going beyond contract to support data organization and build capacity of general education teachers.

There were no adjustments to our plan for ELD collaboration with our staff, site coordinator, district coordinator, and academic conversation specialist.

TTUSD Educational Services purchased Lexia licences, so that no longer comes from our Title 1 budget. Through our PDSA cycles and PD, PLCs identified supplemental materials to support the implementation of the science of reading. These materials include, at this time, Foundations (phonics instruction), Read Naturally Live (fluency), and Kindle/ Audible books (targeted reading practice for at-home SED support).

FTE allotment for our site RTI was reduced by .9 FTE. Additionally, the ELO funding granted to us in 21-22 to hire additional support for differentiation was no longer available to us this year. As such, we secured an "all day everyday sub" to support TK-5 in our Walk to Learn reading deployment to provide an additional target group for reading instruction at every grade level daily. This allows us to provide targeted skills instruction at every grade level in addition to whole class Tier 1 targeted instruction informed by assessment data. Additionally, we have a limited amount of certificated teacher availability to provide tutoring after school to students who are SED (as well as EL). While we are not able to implement a large scale Extended Day Reading Acceleration Program (EDRAP) this year to staffing and transportation limitations, the school wide Walk to Learn and additional tutoring are funded by Title 1 and are addressing the wide spectrum of needs at our site.

All changes to funding have been vetted with and approved by School Site Council. With our ELA and math PDSAs, we are also identifying additional activities/ strategies that may require additional material differences for estimated actual expenditures. SSC, ELAC, and site Leadership will continue to be directly involved in these discussions and decision making.

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.

No changes will be made to this goal. We will continue to use professional development and collaboration to refine instruction and monitor progress using local assessments, district assessments, and CAASPP. Our staff is already in the process of engaging in ELA PDSA cycles of inquiry. We are implementing our designated Blended ELD model and continue to support PD in designated and integrated ELD. We have begun and continue to refine our schoolwide systematic instruction that maximizes Tier 1, Tier 2, and Tier 3 instruction and materials that align with the science of reading, maximize the adopted curricular material, and supplements those materials as need to align with our learning from Volumes 1 and 2 of LETRS PD.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 2

By spring of 2023, Truckee Elementary students will:

- Increase 5 percentage points in overall math proficiency and math claims when monitoring cohorts of students including subgroups as measured by the CAASPP in grades four and five

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC Math	Expected Outcome by June 2023  All: 51% Hispanic: 32% White: 74% EL: 23% SED: 34% SWD: 26%	Actual Outcome June 2022  ALL: 46% Hispanic: 27% White: 69% EL: 19% RFEP: 32% SED: 31% SWD: 21%
See Addendum Expected Annual Measurable Outcomes section		

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue universal screening and progress monitoring using STAR Math and STAR Early Literacy as outlined by the district assessment calendar	Fully implemented		
Recommit to implementation of Everyday Math "spotlight strategies" to ensure fidelity of instruction of materials (i.e. Math Message, Focus Lessons, Math Boxes, Math Warm Up, Open Response/ Re-engagement lessons, and Math Games)	Partially implemented (Reviewed Spotlight Strategies and are in process of refining/ monitoring through math PDSA cycles of inquiry)		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Expand use of differentiated skill building applications to scaffold math instruction and accelerate learning	Partially implemented (IXL and/ or Formative Loop purchased for grades 1, 2, 3, and 4; TK, K, and fifth grade continuing to explore current materials to differentiate)	IXL and Formative Loop platforms to scaffold and differentiate math skills beyond Everyday Math materials None Specified Title I 7,736	IXL and Formative Loop platforms to scaffold and differentiate math skills beyond Everyday Math materials None Specified Title I 7,736
			Math Tutoring Extended Day Program None Specified Title I 12,000

## Analysis

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

The overall implementation of the strategies/ activities to achieve our articulated goal range from partially to fully implemented. See details above.

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

The overall effectiveness of the strategies/ activities to achieve the articulated goal that were implemented was somewhat effective in that we are seeing progress towards the overall goal. In our "All," we exceeded the 2023 goal to achieve 46% proficiency, and we saw progress in overall proficiency in each subgroup. However, because our percentage of students at and above proficiency in math are far below the majority of students, we will continue to implement these strategies/ actions with vigor to meet the needs of all of our students. There is extensive opportunity in our PDSA math cycles to further refine our Spotlight Strategies, further differentiate instruction and practice, and accelerate the learning of our subgroups who are below and well below achievement.

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

There is one significant change for estimated actual expenditures: Providing a Math Tutoring Extended Day Program. This program, which includes a site coordinator and high school tutors, was intended to be implemented in March 2020 but was stalled by COVID safety mitigations and changes to instructional delivery. We plan to reinvigorate this math tutoring program in the second half of the 2022-2023 school year. We will use Title 1 funding as the students identified to participate in this math tutoring program by Everyday Math assessments, STAR Math, CAASPP results, and local site assessments will absolutely target our SED population.

The changes to estimated actual expenditures were vetted through and approved by School Site Council.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are updating this goal to reflect the growth made as reflected by our 2022 CAASPP math scores. The following adjustments will be made:  
 All group: 46 plus 5= 51%  
 Hispanic: 27 plus 5= 32%  
 White: 69 plus 5= 74%  
 EL: 18 plus 5= 23%  
 SED: 29 plus 5= 34%  
 SWD: 21 plus 5= 26%

The focus on our math Spotlight Strategies, engagement in math specific PDSA cycles, and addition of supplemental online differentiation programs will support us to achieve the increases to this goal.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 3

By the end of the 2022-2023 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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	<p>2023</p> <p>Suspension Rate</p> <p>ALL: &lt;2%</p> <p>Any suspensions equally distributed across subgroups (e.g. no over-representation of SED, nor Latino, nor SWD)</p>	<p>2021 - 2022</p> <p>ALL: 0%</p> <p>White: 1%</p> <p>Hispanic: 0%</p> <p>SED: 0%</p> <p>EL: 0%</p> <p>SWD: 0%</p>
Chronic Absenteeism	<p>2023</p> <p>Chronic Absenteeism</p> <p>ALL: 6%</p> <p>White: 3%</p> <p>Hispanic: 7%</p> <p>SED: 8%</p> <p>EverEL: 8%</p> <p>SWD: 6%</p>	<p>2021 - 2022</p> <p>ALL: 9%</p> <p>White: 2%</p> <p>Hispanic: 13%</p> <p>SED: 7%</p> <p>EL: 15%</p> <p>RFEP: 16%</p> <p>SWD: 8%</p>

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase the social-emotional well-being of students through continued professional development and implementation of trauma-informed care	Partially implemented (Continuing monthly Level 1 Safe, Supportive, Collaborative Culture meetings with PD and training; purchased Bootcamp 180 materials though additional training postponed)	Classroom 180 Bootcamp online training and teacher edition texts to support trauma informed practices None Specified Title I 7,450	Parent education workshops (Teacher and facilitator compensation) None Specified Title I 2,700
Complete DESSA assessment for every child at Truckee Elementary at least three	Partially implemented (Completed DESSA 3 x/ year; continuing to work on application of DESSA		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
times to drive social-emotional learning (SEL) and instruction	results to drive whole school, classroom, and individual support; CCT increasing use of DESSA data to drive support)		
Complete Caring Connections protocol at least twice as a staff; students complete Caring Connections survey to identify trusted adults	Fully implemented		
Continue to refine our Coordinated Care Team (CCT) to support students and families with SEL and positive attendance. Our CCT has expanded to include a social worker who is housed at our site, a community liaison who is housed at our site, as well as site teachers to contribute to the support.	Fully implemented		

## Analysis

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

The overall implementation of the strategies/ activities to achieve our articulated goal range from partially to fully implemented. See details above.

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

The overall effectiveness of the strategies/ activities implemented is very promising. In the area of suspension in particular, our whole efforts to support social-emotional well being through SEL instruction, Caring Connections/ Trusted Adult protocols, trauma informed care, and restorative practices show an impact on positive behavior of our students.

We continue to see a discrepancy in positive attendance and chronic absenteeism between our Hispanic, Every EL, and EL populations versus our other subgroups. In addition to the diligent tracking of and communication with families with chronically absent students, we will continue to refine our Coordinated Care Team (CCT) to support students and families with SEL and positive attendance. This year, our CCT has expanded to include a social worker who is housed at our site, a community liaison who is housed at our site, as well as site teachers to contribute to the support. This action will further support our Hispanic, Ever EL, and EL students.

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

In an effort to increase parent engagement, Truckee Elementary will reinvigorate our parent education workshops this year. In Fall 2022, a survey has been sent to families soliciting feedback on areas of support and education that would be most helpful. School Site Council, ELAC, PTO, and site Leadership will be directly involved in identifying the content of these workshops. Funding will support compensating teachers and district staff who will plan for and facilitate the workshops. Title 1 funds will be used because these workshops will directly and positively impact families who are SED as well as all families in our school community.

Bootcamp 180 TEs were purchased in 2021-2022. However, it is not viable at this time to support the online trainings for Bootcamp 180; however, we plan to revisit that next year and assess if the time can be included in our contracted professional development time. This expenditure has been removed from the 2022-2023 SPSA.

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.

An additional strategy has been added to this goal: Continue to refine our Coordinated Care Team (CCT) to support students and families with SEL and positive attendance. This year, our CCT has expanded to include a social worker who is housed at our site, a community liaison who is housed at our site, as well as site teachers to contribute to the support. This action will further support our Hispanic, Ever EL, and EL students. (These changes do not impact site funding)

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 4

Truckee Elementary will administer the DESSA at least three times and the number of students in the "needs instruction" category will have decreased as measured by the DESSA-mini and DESSA social emotional screener.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DESSA	<p>2023</p> <p>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%.</p>	

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue and refine professional development on how to use DESSA to drive social-emotional instruction and learning, including Aperture resources and Second Step	Partially implemented (Completed DESSA 3 x/ year; continuing to work on application of DESSA results to drive whole school, classroom, and individual support particularly with using strengths based data to identify specific Aperture and Second Step lessons for each class; CCT increasing use of DESSA data to drive support)		
Continue and refine professional development on trauma-informed practices for systematic implementation	Partially implemented (Continuing monthly Level 1 Safe, Supportive, Collaborative Culture meetings with PD and training; purchased Bootcamp 180 materials though additional training postponed)		
Continue to refine and implement community circles and restorative practices	Partially implemented (Varying degrees of fidelity though all classrooms have at least		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	some elements of community circles in place; continuing to calibrate and increase consistency of restorative practices language for certificated and classified staff)		
Administer parent, student, and staff surveys to monitor the safe, supportive, and collaborative culture of our school and respond to continue to improve.	Partially implemented (Began using Parent Workshop Survey to drive parent education; Level 1 Parent Survey in queue to review with SSC and then administer in 2022-2023, this will include staff and student surveys as well)		

## Analysis

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

The overall implementation of the strategies/ activities to achieve our articulated goal range from partially to fully implemented. See details above.

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

As measured by our suspension, absenteeism, and site behavior referrals, the overall effectiveness of the strategies/ activities has been effective. Please see data in Goal 3.

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

There are no material differences between the proposed expenditure and estimated actual expenditures. DESSA is funded by TTUSD, and all work is included within the regular contracted day and minimum day professional development calendar.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes that will be made to this goal.

# 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
- 4 Classroom Teachers
- 6 Parent or Community Members

Name of Members	Role
Kim Kregel	Classroom Teacher
Leslie Fansler	Classroom Teacher
Sue Mock	Classroom Teacher
Jill Hawks	Parent or Community Member
Lindsay Holland	Parent or Community Member
Duggan Kerney	Parent or Community Member
Cheryl Olsen	Parent or Community Member
Brooke Osborne	Parent or Community Member
James Collins	Parent or Community Member
Stephanie Blume	Classroom Teacher
Sara Colborn	Principal

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
	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 10/4/2022.

Attested:

Principal, Sara Colborn on 11.3.2022
SSC Chairperson, James Collins on 11.3.2022

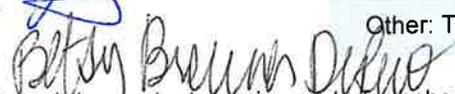
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	English Learner Advisory Committee
	Other: Truckee Elementary Instructional Leadership Team

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.

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Attested:

	Principal, Sara Colborn on 11.3.2022
	SSC Chairperson, James Collins on 11.3.2022

**Truckee Elementary School: Title I Schoolwide Plan 2021-2022**  
**The Comprehensive Needs Assessment**

Truckee Elementary School completed a school-wide comprehensive needs assessment by reviewing parent survey results and student achievement data. The analysis was overseen by the site administrator and was completed by the following groups: SSC and the Site Leadership Team. Outcomes of the analysis were shared with the following groups: School staff and ELAC. The results of this analysis became the driving focus for the school-wide reform strategies and the foundation of the Single Plan for Student Achievement

**School Wide Reform Strategies & Corrective Actions**

1. Continue to refine our reading intervention system in the area of reading
2. Offer an Extended Day Reading Acceleration Program (EDRAP) to augment the K-5 within school day program
3. Maintain a .8 FTE Reading Teacher/TOSA to teach reading intervention intervention groups, assess and monitor student progress and collaborate with teachers about student progress and groupings. TTUSD added a 1.0 FTE certificated teacher to support the intervention program in 2018.
4. Utilize the services of the Accelerated Learner Teacher to provide instruction to GATE students (4-5), Accelerated Learners (K-5) and to collaborate with teachers (TK-5) to determine and provide resources, strategies and supports to enhance the learning for those students significantly above grade level.
5. Continue professional development and refine application of science of reading (Language Essentials for Teachers of Reading and Spelling, LETRS)
6. Continue professional development and expand use of DIBELS screeners and progress monitoring assessment tool schoolwide to drive reading instruction (Amplify mClass)
7. Continue to use common Universal Screenings for Reading-STAR Early Literacy (K-2) and STAR Reading (2-5)
8. Ensure large blocks of instructional time for English Language Arts and math to apply our agreed upon “spotlight strategies” that align with research-based instructional strategies
9. Utilize research based intervention strategies within the classroom (i.e. Tier 1 and typically Tier 2 intervention strategies to reteach and supplement instruction)
10. Continue to use California Standards, district adopted materials and identify supplemental instructional materials to support individual student needs
11. Provide opportunities for academic conversations and writing in all content areas; participate in California Language Learning Innovation (CALLI) and Literacy Innovation Team (LIT) at state and district levels respectively to support students who are socio-economically disadvantaged
12. Using Step Up to Writing materials, review and explicitly teach the steps of the writing process on a regular basis
13. Support EL parents by providing translated materials and access to an interpreter/ community liaison, as needed
14. Utilize the community liaison to enhance outreach to all families, with an emphasis on our Latino families
15. Provide parents with education in topics that are of interest

16. Provide collaboration time and on site staff training during staff meetings on minimum day/ release time for teachers to analyze assessments and identify student needs; create a professional learning calendar that creates time for whole staff collaboration, grade level collaborative time, and differentiated professional development
17. Via a monthly goal setting and monitoring process, teachers will analyze student data and use collaboration time to discuss and plan for instructional adjustment to improve student learning; we will focus on small iterations of inquiry (Plan Do Study Act) cycles in reading as well as math
18. Implement differentiated curriculum to provide for the needs of students identified as needing intervention or enrichment in all content areas
19. Ensure Multi Tiered Systems of Support including expanding counseling services to meet at-risk students' emotional needs while ensuring solid Tier 1 support for all

**2022/2023 Truckee Elementary**

\*\* Allocations are tentative and are subject to change as more information becomes available

Site Funds					Measure AA (Resource 9103)								District Funds						
Intervention - ALS	Intervention - Additional	Site Op	Lottery	Title 1	Extra Curricular	VAPA Equip + Supplies	Instructional Materials	PE Equipment	Tech Maint + Supplies	Emotional Learning Support	Library Materials	Science Materials + Supplies	GF	Intervention/ ALS	District EL	Title 1			
		\$55/pp	\$20/pp																
RE 0140	RE 0000/ GL 1456	RE 0395	RE 1100	RE 3010	GL 1211	GL 1530	GL 1110	GL 1572	GL 1292	L1 = 21	FN 2420	GL 1595	RE 0000	RE 0140/LO2 9XX	RE 0791	RE 3010	RE 0999		
<b>2022/2023 Allocation</b>	<b>\$2,000</b>	<b>\$25,355</b>	<b>\$9,220</b>	<b>\$103,411</b>	<b>\$11,275</b>	<b>\$2,255</b>	<b>\$36,080</b>	<b>\$1,353</b>	<b>\$9,020</b>	<b>\$11,275</b>	<b>\$8,367</b>	<b>\$7,120</b>	<b>\$52,141</b>	<b>\$150,036</b>	<b>\$90,847</b>	<b>\$0</b>	<b>\$10,496</b>		

FTE	Total Cost
0.60	\$63,484
0.40	\$34,347
0.10	\$17,173
0.40	\$52,141
1.00	\$127,196
0.46875	\$19,805

														\$12,754	\$50,730				
														\$6,900	\$27,447				
														\$3,450	\$13,723				
													\$52,141						
														\$127,196					
				\$9,308													\$10,496		

<b>Total Funds Used</b>	\$0	\$0	\$0	\$0	\$9,308	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$52,141	\$150,301	\$91,900	\$0	\$10,496	\$0	\$0
<b>Remaining Funds</b>	\$2,000	\$0	\$25,355	\$9,220	\$94,103	\$11,275	\$2,255	\$36,080	\$1,353	\$9,020	\$11,275	\$8,367	\$7,120	\$0	-\$265	-\$1,053	\$0	\$0	\$0	\$0