

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Truckee Elementary
Address	11911 Donner Pass Rd Truckee, CA 96161
County-District-School (CDS) Code	6031322
Principal	Ryan Galles
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	October 9, 2023
Schoolsite Council (SSC) Approval Date	November 7, 2023
Local Board Approval Date	November 15, 2023

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

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School Vision and Mission

Truckee Elementary School Mission:

By embracing our diverse community, ALL Truckee Elementary students will be inspired to reach their fullest potential.

Truckee Elementary School Vision:

What must our school become to achieve its fundamental purpose/compelling future?

Our students are lifelong learners and persevere through difficulty.

We provide high level, targeted, and explicit instruction.

Our students are engaged, empowered and inspired in their education.

Our diverse school community values our global community and partnerships with families.

We value the uniqueness of each of our students.

We believe in the power of connection and building relationships (between staff and students and among students) in order to have an impact on our students' lives.

Through our social emotional work on campus our students will be empathetic, respectful and responsible humans.

We collaborate interdependently to ensure student success.

School Profile

Truckee Elementary is a vibrant school community in the heart of Truckee, California. We serve 490 diverse students from pre-school through 5th grade. 5 special day programs exist at Truckee Elementary and most students successfully mainstream into general education classrooms. Truckee Elementary staff work diligently to remove academic and social emotional barriers that get in the way of student learning.

At Truckee Elementary, all students 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.

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:

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 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 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 a review of the School Safety Plan

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.

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.

June 6, 2023: SSC reviewed EOY data on local assessments related to SPSA goals for 2022-2023.

October 4, 2023: ELAC reviewed the 2022-2023 SPSA and shared results for progress on the goals. There were no significant adjustments to the goals and action items for the remainder of this school year's SPSA.

October 9, 2023: SSC reviewed the 2022-2023 SPSA and shared results for progress on the goals. Principal shared proposed adjustments for Title 1 spending in 23-24 based on shifts in grant funds and new priorities based on progress toward goals. SSC approved revisions to Title 1 spending for 2023-2024 school year. There were no adjustments to the goals and action items for the remainder of this school year's SPSA.

Involvement Process and Review:

June 4, 2024 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 23-24 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.23%	0%	1	1	0
African American	0.7%	0.23%	0.44%	3	1	2
Asian	%	0.23%	0.44%		1	2
Filipino	%	%	0%		0	0
Hispanic/Latino	57.3%	55.61%	56.1%	260	243	253
Pacific Islander	%	%	0%		0	0
White	37.7%	37.30%	37.03%	171	163	167
Multiple/No Response	3.7%	4.81%	4.66%	17	21	21
Total Enrollment				454	437	451

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	87	96	98
Grade 1	66	68	73
Grade 2	76	62	69
Grade3	72	72	63
Grade 4	72	71	74
Grade 5	81	68	74
Total Enrollment	454	437	451

Conclusions based on this data:

1. Enrollment dropped slightly in the Covid recovery year of 21-22. Enrollment is currently stable in TK-5th grade and grew in 23/24 by adding additional TK and K cohorts.
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.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	139	159	168	30.6%	36.4%	37.3%
Fluent English Proficient (FEP)	49	38	57	10.8%	8.7%	12.6%
Reclassified Fluent English Proficient (RFEP)	1			0.7%		

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

Goal #1-ELA: By spring of 2024, Truckee Elementary students will:

- Increase 5 percentage points (49% overall) 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 2024, 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 2020-2023 CAASPP ELA results, DIBELS screening growth measures, and ELPAC scores from 2020-2023

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	2023 CAASPP (Actual Spring Results) ALL: 44% Hispanic: 23% White: 70% EL: 14% RFEP: 45% SED: 25% SWD: 13%	2024 CAASPP ALL: 51% Hispanic: 40% White: 65% EL: 22% RFEP: 79% SED: 40% SWD: 29%
ELPAC	2023 EL (ELPAC and RFEP rates) 10% developed on ELPAC Did not meet 39% Moderately-developed on ELPAC Did not meet 18% RFEP rate Met	EL (ELPAC and RFEP rates) 18% Well-developed on ELPAC 48% Moderately-developed on ELPAC 15% RFEP rate

Metric/Indicator	Baseline	Expected Outcome
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	2024 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 2023-2024 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	2,020
Source	Title I
Budget Reference	None Specified
Description	Additional time for RTI Coordinator data entry/ collaboration with teachers (\$1,000) including marathon collaboration days (\$1,020)
Amount	7,000
Source	Title I
Budget Reference	None Specified
Description	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. All grade levels will participate in targeted groupings in our Walk to Learn RTI exchange focusing on boosting student skill level and proficiency.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of 2023-2024 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 2023-2024 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I
Budget Reference	None Specified
Description	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 2023-2024 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 2023-2024 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	4,225
Source	Title I
Budget Reference	None Specified
Description	Read Naturally subscriptions (\$4,225)
Amount	15,000
Source	Title I
Budget Reference	None Specified
Description	School Supplies/Materials (\$8,250), Extended Day Reading Acceleration tutoring (\$6,750)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

By spring of 2024, Truckee Elementary students will:

- Increase 5 percentage points (to 47% 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

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 2021-2023 and STAR Math and STAR Early Literacy scores from 2021-2023.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	2023 ALL: 42% Hispanic: 29% White: 62% EL: 13% RFEP: 48% SED: 26% SWD: 18%	School enters Expected Outcome by June 2024 ALL: 47% Hispanic: 32% White: 63% EL: 23% RFEP: 54% SED: 34% SWD: 17%
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 2023-2024 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**

Implement Eureka Math Pilot and focus on "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 2023-2024 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 2023-2024 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	5,600
Source	Title I
Budget Reference	None Specified
Description	IXL and Formative Loop platforms to scaffold and differentiate math skills beyond Eureka materials
Amount	8,000

Source	None Specified
Budget Reference	None Specified
Description	Math Tutoring Program Extended Day Program (with Truckee High School)

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative Culture

Goal Statement

By the end of the 2023-2024 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.

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	2023 Suspension Rate ALL: <2% (.64%) White: 1.12% Hispanic: .53% SED: .46% EverEL: 1.68% SWD: 2.25% Any suspensions equally distributed across subgroups (e.g. no over-representation of SED, nor Latino, nor SWD)	2024 Suspension Rate ALL: <2% Any suspensions equally distributed across subgroups (e.g. no over-representation of SED, nor Latino, nor SWD)
Chronic Absenteeism	2023 Chronic Absenteeism ALL: 25% White:15% Hispanic: 29% SED: 30% EverEL: 29% SWD: 33% (not in CALPADS)	2024 Chronic Absenteeism ALL: 6% White: 3% Hispanic: 7% SED: 8% EverEL: 8% SWD: 6%

Planned Strategies/Activities

Strategy/Activity 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.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2023-2024 school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2023-2024 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 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.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2023-2024 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

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.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2023-2024 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 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

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.

Basis for this Goal

The basis for this goal will be DESSA-mini and DESSA screener.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DESSA	Baseline will be determined by 2023 beginning of year results	2024 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 (or other district approved social emotional curriculum)

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2023-2024

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 using Classroom 180

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2023-2024

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 2023-2024 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

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 2023-2024 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

First 30 minutes of the school day will be dedicated to social emotional learning in the classroom, second step, book studies, and community circles.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2023-2024 school year

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

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%	2023 CAASPP ALL: 44% Hispanic: 23% White: 70% EL: 14% RFEP: 45% SED: 25% SWD: 13%
ELPAC	EL (ELPAC and RFEP rates) 18% Well-developed on ELPAC 48% Moderately-developed on ELPAC 15% RFEP rate	EL (ELPAC and RFEP rates) 10% developed on ELPAC Did not meet 39% Moderately-developed on ELPAC Did not meet 18% RFEP rate Met
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	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

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. New staff on campus and a refresher needed for existing staff with LETRS training.</p>	<p>Additional time for RTI Coordinator data entry/ collaboration with teachers (\$1,000) including marathon collaboration days (\$1,020) None Specified Title I 2,020</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>Fully Implemented</p>	<p>Provide sub coverage for assessment support/ progress monitoring using DIBELS (Amplify, mClass) (\$7,360) None Specified Title I 7,360</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</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>Partially 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	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.

3 PDSA cycles were completed schoolwide. Intervention students received targeted instruction focusing on their area of need in Reading/Phonics instruction. PDSA cycles are fully implemented but the targeted grade levelwide exchange is partially implemented. It will be fully implemented by the end of 23/24. LETRS Training is partially implemented due to new staff and staff that need refreshers in Volume 1 and 2. With district support for LETRS training this year, we expect to have all of our teachers fully trained.

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

The PDSA process is the right work, but we need to be more targeted at the grade level wide exchange level to support all students who are below grade level proficiency. ELA proficiency decreased in 22/23 and we need to refocus our energy on SOR and the targeted support our students need. The use of Spotlight Strategies builds staff wide coherence and is an effective collective educator agency action. Use of Dibels, STAR and district assessments will continue to be an area of focus with the emphasis being on formative assessment. Specifically with Dibels we will continue to support teachers using progress monitoring assessments to show that targeted interventions are working. We will continue to refine and reflect on our tiered approach to academic interventions. Our grade level exchange in our Walk to Learn time is our biggest area of focus for 23/24.

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

No significant difference between proposed expenditures and actual expenditures.

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

We have all the instructional materials we need to support student learning. We will continue to support substitute costs, digital programs and time for teachers to meet using substitute time. TES need to refocus our energy on the Science of Reading and the targeted support our students need. We will continue to refine and reflect on our tiered approach to academic interventions. Our grade level exchange in our Walk to Learn time is our biggest area of improvement and our academic focus for 23/24.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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	2023 CAASPP ALL: 39% Hispanic: 27% White: 58% EL: 18% RFEP: 49% SED: 29% SWD: 12%	2023 CAASPP ALL: 42% Hispanic: 29% White: 62% EL: 13% RFEP: 48% SED: 26% SWD: 18%
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	We used universal screening and progress monitoring using STAR Math and STAR Early Literacy as outlined by the district assessment calendar		
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)	We focused on 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)		

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	Expanded the use of differentiated skill building applications to scaffold math instruction and accelerate learning	IXL and Formative Loop platforms to scaffold and differentiate math skills beyond Everyday Math materials None Specified Title I 7,736 Math Tutoring Program Extended Day None Specified Title I 12,000	

Analysis

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

Student proficiency in math increased by 3% from the previous year. Support from digital programs IXL and Formative Loop was effective for skill building in areas of student need. We saw improvement in the assessments within each of the programs that show that they were effective.

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

With scores increasing, our recommitment to the core program Everyday Mathematics had some tangible outcomes with student summative performance in 3rd-5th grade math CAASPP results. With this year's Eureka Math Pilot program, we will use some of the same strategies that worked with Everyday Mathematics while also using the new tools available in the pilot program. The digital programs IXL and Formative Loop are an effective skill builder and we saw improvement in the assessments within each of the programs that show that they were effective an and individual student basis

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

No significant difference between proposed expenditures and actual expenditures.

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 piloting a new Math program this year: Eureka Math. This program will allow us to reorient our focus areas in math and have specified student learning goals. While math is not part of our PDSA cycles this year, we are looking for a an assessment tool in the future that can give us specific information to support intervention and math support for all students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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: <2%</p> <p>Any suspensions equally distributed across subgroups (e.g. no over-representation of SED, nor Latino, nor SWD)</p>	<p>2023 Suspension Rate</p> <p>ALL: <2% (.64%)</p> <p>White: 1.12%</p> <p>Hispanic: .53%</p> <p>SED: .46%</p> <p>EverEL: 1.68%</p> <p>SWD: 2.25%</p> <p>Any suspensions equally distributed across subgroups (e.g. no over-representation of SED, nor Latino, nor SWD)</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>2023 Chronic Absenteeism</p> <p>ALL: 25%</p> <p>White: 15%</p> <p>Hispanic: 29%</p> <p>SED: 30%</p> <p>EverEL: 29%</p> <p>SWD: 33% (not in CALPADS)</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	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	Implemented as Planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
times to drive social-emotional learning (SEL) and instruction			
Complete Caring Connections protocol at least twice as a staff; students complete Caring Connections survey to identify trusted adults	Implemented as Planned		
Reinstate and expand positive attendance celebrations monthly, intermittently, and end of year	Partially Implemented		

Analysis

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

1. Partially implemented. The Trauma Informed Care training was partially implemented due to the unforeseen circumstances such as snow days which landed on Level 1 training days taking away time to train staff.
2. Implemented as planned. All staff followed the district and school assessment calendar for universal screeners and progress monitoring.
3. Implemented as planned. All staff followed the school assessment calendar for administering the survey and participating in Caring Connection staff meetings.
4. Partially implemented. Due to unforeseen circumstances and missed days/instruction such as snow days the celebrations could not often be completed.

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

1. Moderately effective. The lack of days implemented due to snow days did not allow for us to do the professional development we'd planned or see the effectiveness of the strategies presented. We will use protected PD days or Level 1 staff meeting days to help support our work around Trauma Informed Care going forward.
2. Moderately effective. The need for additional training in DESSA
3. Effective. The social/emotional team was able to pair students with self-identified caring adults to support behavior, academics, and attendance. Staff was able to identify and work toward
4. Overall low effectiveness due to lack of days implemented and late start.

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

None

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.

Continue the goal.

Our strategies will be:

1. Using chronic absenteeism data from last year, data from CAASP, 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.
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. We also need additional training in DESSA.

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.
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.

Changes can be seen on proposed goals.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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	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%.	

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		
Continue and refine professional development on trauma-informed practices for systematic implementation	Partially Implemented	None Specified None Specified	
Continue to refine and implement community circles and restorative practices	Partially Implemented		
Administer parent, student, and staff surveys to monitor the safe, supportive, and collaborative culture of our school and respond to continue to improve.	Not implemented		

Analysis

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

- 1-3. Partially implemented. The professional development was partially implemented due to the unforeseen circumstances such as snow days which landed on PD days taking away time to train staff.
- 4. Partially implemented. Student surveys were administered, staff and parent surveys were never created in order to administer.

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

- 1-3. Overall low effectiveness due to lack of days implemented and late start.
- 4. Low effectiveness due to lack of implementation.

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

NA

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

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. 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). Continue and refine professional development on trauma-informed practices for systematic implementation using Classroom 180. Continue to refine and implement community circles and restorative practices. Administer parent, student, and staff surveys to monitor the safe, supportive, and collaborative culture of our school and respond to continue to improve. First 30 minutes of the school day will be dedicated to social emotional learning in the classroom, second step, book studies, and community circles.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	See attachment 2022/2023 Site Matrix - Truckee Elementary
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	46,845.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
None Specified	8,000.00
Title I	38,845.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	46,845.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	8,000.00
None Specified	Title I	38,845.00

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
- 4 Parent or Community Members

Name of Members	Role
Leslie Fansler	Classroom Teacher
Sedena Paniagua Ochoa	Other School Staff
Duggan Kerney	Parent or Community Member
Laura Buckner	Parent or Community Member
Brooke Osborne	Parent or Community Member
James Collins	Parent or Community Member
Stephanie Blume	Classroom Teacher
Ryan Galles	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
	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 10/4/2022.

Attested:

Principal, Ryan Galles on 11.7.2023
SSC Chairperson, James Collins on 11.7.2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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