

School Year: **2021-22**

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	Cold Stream Alternative
Address	11661 Donner Pass Rd Truckee CA 96161
County-District-School (CDS) Code	39-3130192
Principal	Greg Wohlman
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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

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School Vision and Mission

School Profile

Cold Stream Alternative School serves high school students both in Tahoe City and in Truckee. Cold Stream offers an independent study program developed to meet the needs of families who want more choices and flexibility in their child's education. We provide small class sizes or personal instruction along with a rigorous, yet flexible schedule that allows students to work from home or while traveling. Cold Stream offers a project-based, hands-on curriculum. This program gives students the flexibility to design an educational path that works for their needs. Our program affords flexibility for students to pursue other interests or to participate in extra-curricular activities or sports.

Stakeholder 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

SAMPLE LANGUAGE

School Completes

Refer to Addendum Stakeholder Involvement section

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

Step 1: Educational Partners were provided an overview of the plan in a transparent and factual manner

Step 2: Questions asked by the presenter were developed to engage Educational Partners with understanding plan elements, surfacing questions, concerns, and ideas for actions

Step 3: Questions, concerns, and ideas from each meeting were captured on an overall Educational Partners document. Other means of communication(email, in person, etc.) were also made available.

Step 4: Questions were answered either at a follow-up meeting, via email, or in person.

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

Meeting Dates (see steps above):

SSC: XXX

ELAC: : XXXX

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	%	0%	%		0	
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	%	100%	%		2	
Pacific Islander	%	0%	%		0	
White	83.33%	0%	100.0%	5	0	1
Two or More Responses	16.67%	0%	%	1	0	
Not Reported	%	0%	%		0	
Total Enrollment				6	2	1

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	1	1	
Grade 10	1		
Grade 11	1		
Grade 12	3	1	1
Total Enrollment	6	2	1

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	0	0		0.0%	0.0%	
Fluent English Proficient (FEP)	0	2		0.0%	100.0%	
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.0%	

Conclusions based on this data:

1. FEP = RFEP + IFEP
RFEP's reclassified during the year

Format: Bullets
Facts Only

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	

Listening Demonstrating effective communication skills										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	

Research/Inquiry Investigating, analyzing, and presenting information										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	

Communicating Reasoning Demonstrating ability to support mathematical conclusions										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	2		0	
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	2		0	
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	1		0	
Native Hawaiian or Pacific Islander				
White	1		0	
Two or More Races				

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

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

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 by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

Basis for this Goal

Students need to access and achieve stamina through reading complex texts, supplemental texts and compile their own complex thoughts through speaking and writing to be prepared for post-secondary pursuits.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Work collected, pre and post assessments, writing samples	ALL: Student work collected in the Fall	100% of students earning minimum credits towards graduation.
Single Subject and Full-time students completing credits at graduation rate.	Graduation rate to be determined by enrollment	90% graduation rate
English classes to utilize interviews, collected written samples, videotaped presentations to measure this ELA goal	Point of contact work samples	100% of students show significant growth based on semester 1 vs semester 2 work samples

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023 School Year

Person(s) Responsible

All school staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Each weekly meeting will incorporate an element of assessing understanding through oral and/or written summary/paraphrase.

Teachers will collect examples of this through audio recording or print to monitor skills at their entry-level, mid-point, and exit level.

English classes to utilize interviews, collected written samples, videotaped presentations to measure this ELA goal

Math: students complete graphic organizers using diagrams and paraphrased theorem titles.

Math: students read textbooks for new vocabulary, write notes, and use notes on quizzes.

French: students paraphrase in French weekly through written summaries and occasional video submissions (or in-person) telling French stories.

Social Studies: Use of a variety of written, oral, and visual assessments(presentations).

Science: Increased use of oral presentation of project-based assessments and video/audio recordings.

Students to be Served by this Strategy/Activity

All Student

Timeline

2022-2023

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Create access to online streaming video content for students to use at home (through the district technology department or Administration).

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023 School year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Continue applying for grants for supplemental reading materials.

Students to be Served by this Strategy/Activity

All students

Timeline

2022-2023 School year

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Collect and organize pre and post-assessment data. Analyze student writing samples with a rubric (research-based from inside and out of district) for the beginning of the year compared to the end of the year, and graph the results. This will be an example of alternative data that is real for CSA.

Students to be Served by this Strategy/Activity

All students

Timeline

2022-2023 school year

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Science and Social Studies Literacy:
Further incorporation and analysis of Primary and Secondary sources of both narrative and expository texts (Reading & Writing).

Students to be Served by this Strategy/Activity

Science and Social Studies Students

Timeline

2022-2023 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Science and Social Studies Literacy:

Increase frequency of oral presentation of claim/justification of project-based research to a wider audience (Speaking & Listening).

Students to be Served by this Strategy/Activity

Science and Social Studies Students

Timeline

2022-2023 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Teachers will continue to work on fine tuning pre and post test assessment (in speaking, writing, reading comprehension).

Students to be Served by this Strategy/Activity

All students

Timeline

2021-2022 School Year

Person(s) Responsible

Teaching staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

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

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 by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

Basis for this Goal

Math students routinely do not follow step by step protocols for solving math problems, do not read all of the directions and become frustrated with their progress which hinders their processing stamina.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student work samples in the fall vs. spring	ALL: Collected student work samples in the fall	All students will show growth in math stamina and following complex directions and math computations.
Observations of in person student working behaviors and stamina in the fall vs. spring	Observations of student work behaviors and stamina in the fall	Growth of student work behaviors and stamina in the spring as compared to the fall

Planned Strategies/Activities

Strategy/Activity 1

Require weekly note-taking from math textbook reading

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2022-2023 School year

Person(s) Responsible

Math teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	See Budget Summary

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Math students

Timeline

By the end of the 2022-2023 School year

Person(s) Responsible

Math teacher

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative

Goal Statement

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

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)

Basis for this Goal

To ensure that the CSA Full-Time students have access to counseling and mental health support and resources in and outside of the school district.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	Suspension Rate: 0%	Suspension Rate: 0%
Rate of Credit update Attendance	Parent Attendance Rate: 100%	Parent Attendance Rate: 100%
Full-time students will have quarterly meetings with the school counselor	Quarterly meetings for all students: 100%	Quarterly meetings for all students: 100%

Planned Strategies/Activities

Strategy/Activity 1

Meet 100% parent attendance at Credit Updates - building parent/school/teacher connections

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

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	See Budget Summary

Strategy/Activity 2

Multiple contacts with the school counselor established for social emotional support for all full time students

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Manage and adjust more TTUSD services such as mental health support from in and outside of the school district, to serve our full time students across the CSA campuses.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

The counselor will continue to adjust the daily and weekly work calendars to ensure support for all students.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

The staff will continue multiple communication strategies such as email, phone calls, and in person meetings to ensure that all parents attend the Credit Updates in the Fall and Spring.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

College and Career Readiness

Goal Statement

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

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 by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities.

Goal 2: By 2023- 2024, as measured by the effectiveness of PLC's, TTUSD will ensure all staff members are implementing effective instructional strategies and providing quality learning opportunities to actively engage each scholar, particularly students who are socio-economically disadvantaged (SED) or English Learners (EL), so that they can learn at the highest levels and be prepared for college, career, and life.

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

To prepare students with the skills and stamina for post-secondary success.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
FAFSA Completion rate	60%	90%
Post-secondary application rate	50%	80%
Post-secondary acceptance rate	50%	80%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

School Completes Addendum for Students to be Served by this Strategy/Activity section

Timeline

By the end of the 2021- 2022 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	See Budget Summary

Strategy/Activity 2

Maintain high academic expectations for SED to level playing field of educational opportunity and accomplishment

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2021- 2022 school year.

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

English: communication skills - in all genres of writing, for each class; scholarship letters, letters of application are included in curriculum; speaking and listening skills are honed in our one-on-one meetings; digital skills and communication through email is utilized in each course; writing assignments based on realistic rhetorical situations; i.e. thank you letters, speeches, blogs, vlogs, amazon reviews, letters to editors, interviews, etc

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2021- 2022 school year.

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Mathematics: time management, college-level math skills, foundational math skills, teacher-student email communication, mapping with angles, real-world discussions for each function (algebraic and graphing)

Students to be Served by this Strategy/Activity

All Math Students

Timeline

By the end of the 2021- 2022 school year.

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Science: in Chemistry and Physics - students will have the opportunity to build skateboards, longboards, skimboards to understand and explore the uses of forces and chemicals. Job shadow introductions will be available to local winter recreation manufacturers to make connections to real world career applications.

Students to be Served by this Strategy/Activity

All Science Students

Timeline

By the end of the 2021- 2022 school year.

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Social Studies: personal budgeting/finance/investing assignments, practical application of government in everyday lives, instruction on local/state/federal government, professional letter writing, drafting of formal resumes, creation of financial portfolio for both educational and personal use

Students to be Served by this Strategy/Activity

All social studies students

Timeline

By the end of the 2021- 2022 school year.

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

2020-2021 Site Goal 1: ELA- Create a more formal, systematic accounting system of pre and post-assessment (in speaking, writing, and reading comprehension).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Work collected, pre and post assessments, writing samples Single Subject and Full-time students completing credits at graduation rate.	2019 Baseline (Not collected/analyzed)	2021 Actual 90% of students finished credits through Cold Stream Alternative and showed significant writing gains from point of contact to point of exit

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue applying for grants for supplemental reading materials.	Partially Implemented		
Create access to online streaming video content for students to use at home (through the district technology department or Administration).	Fully Implemented		
Increase student enrollment in AP classes.	Fully Implemented		
Increase effectiveness of curriculum and delivery as evidenced by AP test scores and student growth success at all grade levels.	Fully Implemented		
Collect and organize pre and post-assessment data. Analyze student writing samples with a rubric (research-based from inside and out of district) for the beginning of the year compared to the end of the year, and	Fully Implemented		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
graph the results. This will be an example of alternative data that is real for CSA.			
Science and Social Studies Literacy: Further incorporation and analysis of Primary and Secondary sources of both narrative and expository texts (Reading & Writing).	Fully Implemented		
Increase frequency of oral presentation of claim/justification of project-based research to a wider audience (Speaking & Listening).	Fully Implemented		

Analysis

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

All strategies above were fully implemented with the exception of grant funding as grant funding sources were limited by the affect of COVID and COVID mitigations in our community.

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

COVID had a major negative impact on our school goals and procedures as we spend the year in hybrid school models and spent much time support students and families through mental health challenges. All teachers developed ways to collect literacy growth data in their respective subject areas in related to speaking, reading, writing and comprehension. This was effective as the collection continues to evolved into more effective ways to collect student growth data in literacy across the curriculums.

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.

See 2021-2022 & 2022-2023 SPSA Goal #1

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

2020-2021 Site Goal 2 Math: 75% of students will be able to read, analyze, and complete step-by-step mathematical problems with 100% accuracy.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student rate/percentage of accuracy in solving mathematical problems	75% of students will solve with 100% accuracy	80%+/- of students solved with 90% accuracy.
Student work samples at point of contact to point of exit	Multiple work samples collected from students at point of contact to point of exit	Incomplete data collected - Covid mitigations.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Student training focused on a full comprehension of mathematical questioning	Fully implemented		
Collection of work samples, point of contact to point of exit	Partially implemented		
Students required to orally explain problem solving	Fully implemented		
Create TI-84 user-friendly document to enable students to master this tech tool	Fully implemented		

Analysis

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

Specific strategies were used to train students on how to solve a mathematical problem, and also understand mathematical questioning: What is the problem asking, how is it solved?

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

Even through COVID mitigations, students were able to demonstrate mathematical prowess and meet and exceed course expectations. Teacher created a fully accessible guide/tool to help students use and manipulate the TI-84 calculator and all its functions. The collection of work samples began but was not fully completed due to COVID.

Explain any material differences between the Proposed Expenditures and Estimated 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.

See 2021-2022 & 2022-2023 SPSA Goal #2

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

2020-2021 Site Goal 3: Increase and create alternative data collection pools and create a template and system for analyzing this data.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of new accountability data sets added	Two or three areas of data collected or expanded	Three alternative data sets were added

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
CSA continues to research and pilot alternative accountability data	Fully Implemented		
Add Graduation rates of single-subject students from other high schools	Fully Implemented		
Add AP enrollment numbers	Fully Implemented		
Add AP Test passing results	Fully Implemented		
Add a rubric to use for analyzing writing samples at the point of contact with our students and the point of exit to document the growth in our programs.	Partially Implemented		

Analysis

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

Overall we have made some progress on adding more areas of accountability. We host full-time and single-subject students so the data collection can get confusing at times. We are working on a way to delineate full-time data vs. single-subject data, but they may end up writing two separate reports. While single-subject and full-time students can be combined in some data groups, they must be separated into others to hold mathematical viability and data integrity. We focused on collecting AP student data, and we are also aware of breaking that data down into more demographic subgroups. We also added graduation rate data, which for many of our students, are graduating from other high schools. So further analysis is needed.

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

While most of these calculations are done by hand counting, the data is striking at times. When we know that we have a waiting list every year for our school, we continue to look for ways to accommodate the need. One area of interest is the graduation rate of single-subject students at the traditional high schools and the number of students graduating with Cold Stream credits on their transcripts, and the number of those students being accepted to four-year universities and colleges. As we keep filtering our data I believe it will be very telling how much Cold Stream Alternative is a positive player in students' pursuits of a high school diploma while being active in extracurricular sports and preparation for post-secondary success. One interesting drill-down of data is the following: How many graduates from North Tahoe High School graduated with Cold Stream courses on their transcripts, of those how many were accepted to universities, of those how many received scholarships, or those scholarships how many earned a full ride? I believe the numbers will prove the high worth of Cold Stream Alternative. Additionally, of those graduates, how many made it to ski at Nationals, the Olympics, or beyond?

AP enrollments and AP pass rate of students were also added and this has allowed us to acknowledge our high passing rate percentage of Cold Stream students.

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.

See 2021-2022 & 2022-2023 SPSA Goal #3

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

2020-2021 Site Goal 4: Maintain or increase social and emotional counseling and parent connections for full-time CSA students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of contacts between counselor and full time students	2020 Baseline Two check-ins per year with full-time students	2021 All: Two check-ins per quarter with all full-time students. More counseling sessions were offered as the need was there. Referrals were created to outside mental health providers.
Credit Update Meeting Attendance, Fall and Spring	100% of parents and students will attend Credit Update nights	100% attendance

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Meet 100% parent attendance at Credit Updates.	Fully Implemented		
Parent contacts recorded through email, phone calls, and in person meetings	Fully Implemented		
Multiple contacts established for social emotional support for all full time students	Fully Implemented		
Manage and adjust more TTUSD services to serve our full time students across the CSA campuses.	Fully Implemented		
The counselor will continue to adjust the daily and weekly work calendars to ensure support for all students.	Fully Implemented		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The staff will continue multiple communication strategies to ensure that all parents attend the Credit Updates in the Fall and Spring.	Fully Implemented		

Analysis

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

In the years past we have seen an increase of our full-time CSA students needing more mental health supports. Connecting our teachers to our counselor and principal as soon as a need is observed, we allocate resources to the student and teachers immediately.

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

Teachers and student feel more supported than in the past and more time can be spent on academics when the mental health resources are implemented quickly. Students and parents and teachers reported a positive increase in support and the effect was immediate as noted in our metrics.

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.

See 2021-2022 & 2022-2023 SPSA Goal #4

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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.00

Allocations by Funding Source

Funding Source	Amount	Balance
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School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

School Principal

Classroom Teachers

Name of Members	Role
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At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Greg Wohlman on