



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	November 2022
Schoolsite Council (SSC) Approval Date	Exempt
Local Board Approval Date	November 16, 2022

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- School Vision and Mission 4
- School Profile 4
- Educational Partner Involvement 4
- Goals, Strategies, & Proposed Expenditures..... 5
 - Goal 1..... 5
 - Goal 2..... 9
 - Goal 3..... 11
 - Goal 4..... 14
 - Goal 5..... 17
- Annual Review and Update 19
 - Goal 1..... 19
 - Goal 2..... 23
 - Goal 3..... 25
 - Goal 4..... 27
- Recommendations and Assurances 30

School Vision and Mission

School Mission:

The business we are in is to provide TTUSD students with an alternative educational option to succeed in meeting all state standards for graduation and to create productive and decision-making adults who participate in further education or immediate employment.

Vision:

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

As one of the alternative resources available to the Tahoe Truckee community, Cold Stream provides individualized and personalized educational, emotional, and social development opportunities increasing the likelihood that students will successfully complete their secondary education.

School Profile

Cold Stream Alternative 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed by gaining insight from all staff members during multiple staff meetings each year. Parent input is gathered twice a year during Credit Update nights, through parent emails during each school year, and through a question and answer forum annually each fall.

The SPSA is reviewed by district office personnel each fall.

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

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

Basis for this Goal

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

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.	100%	100% graduation rate
English classes to utilize interviews, collected written samples, videotaped presentations to measure this ELA goal	Point of contact work samples vs. Point of exit 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/paraphrasing.

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, and 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 Students

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

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

Basis for this Goal

Math 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	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; HRS Level 1)

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.

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

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
FAFSA Completion rate	66%	90%
Post-secondary application rate	66%	80%
Post-secondary acceptance rate	66%	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

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Alternative Accountability

Goal Statement

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

LCAP Goal

Basis for this Goal

Alternative schools need alternative data sets and pools to document student growth and to highlight school success and areas that need improvement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of added alternative data sets	Current data and analysis document with 10 alternative data sets	Two or more alternative data sets will be added
Graduation Rate for Truckee River Program	50%	70%
Students transferring out of Truckee River Program to another school site	10%	20%

Planned Strategies/Activities

Strategy/Activity 1

Staff will pilot alternative student growth data sets, with a focus on point of student contact to point of student exit

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023 School year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Staff will work with the 2022-2023 WASC committee on fine tuning our accountability process

Students to be Served by this Strategy/Activity

All students

Timeline

2022-2023

Person(s) Responsible

All staff and WASC committee

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Students will work with the counselor if they are interested in transferring out of Truckee River Program to complete their schooling on another campus.

Students to be Served by this Strategy/Activity

All

Timeline

2022 2023 School Year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Students at Truckee River Program will be given alternative choices on how to meet academic standards. Ex: Through oral, verbal or written proof of meeting and exceeding standards.

Students to be Served by this Strategy/Activity

All

Timeline

2022 2023 School year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Work collected, pre and post assessments, writing samples	100% of students earning minimum credits towards graduation.	100 % of full time seniors graduated.
Single Subject and Full-time students completing credits at graduation rate.	90% graduation rate	100% of full time and single subject students that were seniors graduated.
English classes to utilize interviews, collected written samples, videotaped presentations to measure this ELA goal	100% of students show significant growth based on semester 1 vs semester 2 work samples	100% of students showed significant improvement in comparing work samples from first to second semester.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Each weekly meeting will incorporate an element of assessing understanding through oral and/or written summary/paraphrasing. 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.	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.		
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	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		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>entry-level, mid-point, and exit level. English classes to utilize interviews, collected written samples and 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).</p> <p>Science: Increased use of oral presentation of project-based assessments and video/audio recordings.</p>	<p>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).</p> <p>Science: Increased use of oral presentation of project-based assessments and video/audio recordings.</p>		
<p>Create access to online streaming video content for students to use at home (through the district technology department or Administration).</p>	<p>Create access to online streaming video content for students to use at home (through the district technology department or Administration).</p>		
<p>Continue applying for grants for supplemental reading materials.</p>	<p>Continue applying for grants for supplemental reading materials.</p>		
<p>Collect and organize pre and post-assessment data. Analyze student writing samples with a rubric (research-based from inside and out of</p>	<p>Collect and organize pre and post-assessment data. Analyze student writing samples with a rubric (research-based from inside and out of</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	district) for the beginning of the year compared to the end of the year, and graph the results. This will be an example of alternative data that is real for CSA.		
Science and Social Studies Literacy: Further incorporation and analysis of Primary and Secondary sources of both narrative and expository texts (Reading & Writing).	Science and Social Studies Literacy: Further incorporation and analysis of Primary and Secondary sources of both narrative and expository texts (Reading & Writing).		
Science and Social Studies Literacy: Increase the frequency of oral presentation of claim/justification of project-based research to a wider audience (Speaking & Listening).	Science and Social Studies Literacy: Increase frequency of oral presentation of claim/justification of project-based research to a wider audience (Speaking & Listening).		
Teachers will continue to work on fine tuning pre and post test assessment (in speaking, writing, reading comprehension).	Teachers will continue to work on fine tuning pre and post test assessment (in speaking, writing, reading comprehension).		

Analysis

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

All of the strategies were implemented to obtain the goal. All teachers in the school create individual learning plans for each student and use the listed strategies to support students.

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

These strategies continue to be effective and created/supported a 100% graduation rate.

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.

Staff continues to meet at length about how to capture the data in numbers and not by only collecting work samples for our own records and to maintain our WASC accreditation.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student work samples collected and analyzed in the fall vs. spring	All students will show growth in math stamina and following complex directions and math computations.	All enrolled math students completed their courses with a C or better.
Documented observations of in person student working behaviors and stamina in the fall vs. spring	Growth of student work behaviors and stamina in the spring as compared to the fall	Students made substantial gains throughout the year with evidentiary proof via student work samples.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Require weekly note-taking from math textbook reading	Require weekly note-taking from math textbook reading	See Budget Summary None Specified None Specified 0	
Incentivize note-taking by allowing use of notes on informal or formal assessments	Incentivize note-taking by allowing use of notes on informal or formal assessments		
Collection of student work samples in the Fall and in the Spring	Collection of student work samples in the Fall and in the Spring		

Analysis

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

All strategies were implemented as planned. Data was collected for WASC accreditation and the SPSA.

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

The strategies are an effective way to collect growth data well beyond test scores that would only be collected during the summer after the 11 grade.

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.

This goal may be repeated as is.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	Suspension Rate: 0%	2021-2022: 0% ALL: Hispanic: White: EL: SED: SWD:
Rate of Credit update Attendance	Parent Attendance Rate: 100%	100%
Full-time students will have quarterly meetings with the school counselor	Quarterly meetings for all students: 100%	100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Meet 100% parent attendance at Credit Updates - building parent/school/teacher connections	Meet 100% parent attendance at Credit Updates - building parent/school/teacher connections	See Budget Summary None Specified None Specified 0	
Multiple contacts with the school counselor established for social emotional support for all full time students	Multiple contacts with the school counselor established for social emotional support for all full time students		
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.	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.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The counselor will continue to adjust the daily and weekly work calendars to ensure support for all students.	The counselor will continue to adjust the daily and weekly work calendars to ensure support for all students.		
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.	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.		

Analysis

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

All strategies were implemented as planned. Alternative scheduling was needed to support Cold Stream students.

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

More counseling supports were needed for Cold Stream students. This is important to monitor as full time Cold Stream students are not among their peers at school for five days a week. Sometimes parents want their students out of the large high schools and so will the student, however it is important to monitor the balance of alone time, academic instruction time, peer association, and interactions within the community.

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.

Any changes to these goals will still support mental health and student growth academically, physically and emotionally.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
FAFSA Completion rate	90%	66%, two out of the three graduating seniors applied in 2021
Post-secondary application rate	80%	66%, two out of the three graduating seniors applied to post secondary institutions in 2021
Post-secondary acceptance rate	80%	100% of graduating seniors that applied to post secondary institutions were accepted.
Graduation Rate	100%	100%

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide college/career tech support to complete FAFSAs and other scholarship forms	Provide college/career tech support to complete FAFSAs and other scholarship forms	See Budget Summary None Specified None Specified 0	
Maintain high academic expectations for SED to level playing field of educational opportunity and accomplishment	Maintain high academic expectations for SED to level playing field of educational opportunity and accomplishment		
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	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		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
realistic rhetorical situations; i.e. thank you letters, speeches, blogs, vlogs, amazon reviews, letters to editors, interviews, etc	realistic rhetorical situations; i.e. thank you letters, speeches, blogs, vlogs, amazon reviews, letters to editors, interviews, etc		
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)	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)		
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.	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.		
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 a financial portfolio for both educational and personal use.	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 a financial portfolio for both educational and personal use.		

Analysis

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

The College and Career Tech and Counselor worked with students and families to ensure the opportunities for money for post-secondary education were available. All teachers ensure that life skills and applicable life knowledge are embedded into the curriculum in all courses.

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

The 100% graduation rate, and two out of the three graduates attending college speaks to our success of our goals. The remaining graduate received multi-tiered counseling support for mental health challenges and is in a much better place as a graduate than the student was when first entering Cold Stream Alternative. Our teachers infuse time management, communication skills, organization of thoughts and knowledge, science in life components, and finances throughout their weekly meetings with 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.

These goals will remain the same or similar.

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

