



School Plan for Student Achievement (SPSA) TIDE Academy High School

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
TIDE Academy High School	41 69062 0138420	May 11, 2021	

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Administration drafted the SPSA with a teacher representative in alignment with the WASC report. The Academic Council, Equity Team, and the Site Council will review the plan in the Fall of 2021.

Purpose

TIDE Academy’s School plan creates schoolwide goals that guide our efforts, resources, and focus for the 2021-22 school year. Tide Academy’s goals align with Sequoia Union High School District’s (SUHSD) Learning Continuity and Attendance Plan (LCAP) goals.

The purpose of the Site Plan is to outline strategies that improve overall student learning, engagement, community and the educational experience at TIDE. The Site Plan builds on TIDE Academy’s vision that we are a strong educational community equipping students in identifying and working with connections in culture, science, and the arts acting as current and future solutionaries for an evolving social and professional landscape.

Description

This site plan will guide both curricular instruction and the building of site community at TIDE Academy with the intention of having the greatest possible impact in our student's performance *through our site-specific utilization of federal resources as California's ESSA State Plan recommends.*

The goals detailed in this report are congruent with our WASC goals as outlined in our 2019 report.

Sequoia Union High School District Governance Team Goals 2021-2022

SUHSD Goal 1: The District will strengthen quality instruction by improving engagement, rigor, and preparation for college, career, adult, and civic responsibilities for all students.

SUHSD Goal 2: The District recognizes that equity is a behavior and we believe in meeting the needs of individual students. We commit to identify and design systems to allow all students to succeed by overcoming institutional and instructional practices that perpetuate inequalities in student outcomes.

SUHSD Goal 3: The District will ensure the well-being of students and students will receive appropriate academic, behavioral, and socio-emotional support, including full implementation of Multi-Tiered Systems of Supports (MTSS) at all sites in the District.

SUHSD Goal 4: The District will support and promote successful student outcomes at the District's small schools and alternative programs.

SUHSD Goal 5: The District will offer in-person instruction to students who wish to return as soon as possible building on innovative practices developed during distance learning.

SUHSD LCAP Goals Board approved, March 24, 2021

LCAP Goal 1: The District will strengthen quality instruction by improving engagement, rigor, and preparation for college, career, adult, and civic responsibilities for all students.

LCAP Goal 2: The District recognizes that equity is behavior, and we believe in meeting the needs of individual students. We commit to identifying and designing systems to allow all students to succeed by overcoming institutional and instructional practices that perpetuate inequalities in student outcomes.

LCAP Goal 3: The District will ensure the well-being of students, and students will receive appropriate academic, behavioral, and social-emotional support, including full implementation of Multi-Tiered Systems of Supports (MTSS) at all sites in the District.

LCAP Goal 4: The District will support and promote successful student outcomes at the District's small schools and alternative programs.

LCAP Goal 5: The District will offer in-person instruction to students who wish to return as soon as possible building on innovative practices developed during distance learning.

TIDE Academy Goals:

Site Plan Goal 1: TIDE recognizes that community is vital to both personal and academic success and seeks to build community.

Site Plan Goal 2: TIDE recognizes the importance of providing for postsecondary life preparation, through CTE Pathways (career and adult responsibilities) and Dual Enrollment.

Site Plan Goal 3: TIDE cares deeply about the mental health of our students and is dedicated to improving overall student mental health, building in structures that are systemic to their educational pathways at TIDE.

Site Plan Goal 4: TIDE is seeking to increase the number of students completing A through G eligible classes, focusing on our subgroups of African American students, Pacific Islander students, Hispanic/ Latino students, students with special needs, and EL/RFEP students.

TIDE Academy started the 2020-21 school year in 100% distance learning due to the COVID-19 global pandemic. Staff was given the choice to either request to work remotely or to continue to access the school's campus. The decision to stay 100% in distance learning was later extended through April 5th by SUHSD's board of trustees.

TIDE Academy's site administration sent out weekly communications to TIDE Staff and community. Communications were sent via School Messenger and through the tide@seq.org email. Many of the important components of the communications were broken into smaller segments and sent through Canvas announcements.

TIDE Academy opened our Student Academic Hub in October of 2020. We created two hubs, one for current freshmen and the other for current sophomores. Selection was based on the following data points:

1. WiFi Accessibility need
2. Dedicated and safe place to attend class and study needs
3. Grade-based supports need (2 or more failing grades).
4. Attendance-based supports need (tiered absences or high "No Participation" marks from teachers).

Our Student Athletic Hub opened in October in which students met to condition while practicing socially distanced protocols. This continued until sports were allowed to start in the Spring of 2021. Our Academic Hub continued from October until the beginning of April, transitioning to our SUHSD-wide "Roomers and Zoomers" hybrid model.

Starting on April 5, 2021, TIDE Academy staff returned with SUHSD employees, welcoming opt-in students to our TIDE campus. Parent(s)/Guardian(s) completed a survey in Infinite Campus (IC) where they were able to choose if they wanted their student to attend class at TIDE or remain in 100% Distance Learning. Sixty students opted to return to TIDE by their parent(s)/guardian(s). TIDE followed SUHSD parameters with 25% of the students population, or half of the students opting to return on any given day for the first two weeks in April. The second half of April allowed for 50% of the student population, allowing for all sixty students to return to TIDE and complete the school year on campus.

Key Components for Successful Distance Learning

Continuity of Learning

Every student at TIDE was provided an HP Laptop equipped with appropriate applications needed to be successful in both TIDE classes and Foothill dual enrollment classes. TIDE followed the district-wide decision to have four days of synchronous learning with one day per week of asynchronous learning. On the asynchronous day, students received assignments to be completed and turned in on Canvas as the day's participation and attendance. Teachers were encouraged to give classwork targeted at about 30 minutes per class on asynchronous Wednesdays. While the classwork did not need to be completed or collected by a certain time on Wednesdays, teachers did provide the work to students prior to the start of the students' scheduled period on Wednesday, typically via Canvas. To reduce student stress and anxiety on asynchronous days, TIDE Academy encouraged teachers to assign work that could be done independently, that was low-stakes, low-tech, if possible, or taught students a tech tool that they need to know how to use for future lessons. TIDE teachers were also encouraged to be consistent so that students learned a Wednesday routine.

During synchronous days, TIDE teachers held lessons for their class in Zoom rooms. Students used the links provided by teachers from their Canvas homepage for the class. A dedicated webpage on the main TIDE website was dedicated to helping students solve any technical issues. If a problem arose with the laptop that could not be fixed by looking at the TIDE website, TIDE staff helped students reach out to a district IT technician and/or put in a GetHelp ticket. Teachers offered students 40 minutes of office hours daily. Students had the option to either drop into the teacher's office hours or sign up for one-on-one sessions via Google Calendar. Content is aligned to grade-level high school state standards as well as Foothill Community College standards for dual enrolled classes. All classes maintained an appropriate rigor that continued the student's education at TIDE.

Supply kits were provided for TIDE students in both Biology and Art classes. The supply kits were handed-out quarterly along with the new books to be read during the grade level appropriate English class.

Due to the pandemic, San Mateo County health protocols and procedures were strictly enforced from the start of the school year. TIDE staff and visitors started at the main office, having temperatures checked and completing an Ambry daily health screen. Once student hubs started in October, students also had temperature checks as well as completing a health screening. This practice continued until April 5th when staff and students returned to campus. At this time, District protocols for both students and staff switched to health screenings on Frontline. Students showed a “green badge” at the front entrance of the school prior to entering for classes for the day.

In order for a classroom to be released for student and staff use, CDC and ASHRAE (American Society of Heating, Refrigeration and Air Conditioning Engineers) minimum recommendations for air transference were met to avoid COVID infection. The Maintenance and Operations Department measured and set up every classroom, installing plastic partitions between desk stations that were appropriately spaced for the standard at that time of six feet apart. Additional needed supplies were ordered, including paper towels, a paper towel holder for each classroom, squirt bottles with cleaning spray, and individual single use masks. Bathrooms, door knobs, classroom entry bars, and commonly used areas were cleaned regularly throughout the day.

Attendance and Participation

Teachers took attendance daily and submitted “No Participation” marks, as needed for students, once per week. TIDE teachers followed the table below when determining “No Participation” marks each week.

What We Do	What It Looks Like
Best Practices for Determining Engagement Marks	<ul style="list-style-type: none"> <input type="checkbox"/> Zoom User Information Reports <input type="checkbox"/> Zoom Polls <input type="checkbox"/> Zoom Chat Record <input type="checkbox"/> Canvas Discussion <input type="checkbox"/> EdPuzzle Integration <input type="checkbox"/> Canvas Login Data <input type="checkbox"/> Canvas Quiz(es) <input type="checkbox"/> Canvas Assignments Completed <input type="checkbox"/> Breakout Rooms (Advanced)
Targeted Outreach	<ul style="list-style-type: none"> <input type="checkbox"/> Email student and parent when students are absent <input type="checkbox"/> Support with phone calls and outreach to struggling students <input type="checkbox"/> Ask admin staff (Rocio, Cristal, Mayra, Fatima and Sekope) to support in contacting student and/or parent/guardian <input type="checkbox"/> Nucleus check in (9th and 10th grade) <input type="checkbox"/> Based on weekly attendance data, phone calls home by admin staff <input type="checkbox"/> Contact counselor for additional support <input type="checkbox"/> Encourage students to attend Teacher Office Hours
Personal Growth and Education	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in PD, online training, additional learning opportunities about technology, SEL, Restorative practices, and other relevant topics <input type="checkbox"/> Use the TIDE Staff Technology website for short videos on technology tips (Zoom, Canvas, Pear Deck, EdPuzzle, etc.)

TIDE created a Tiered Re-Engagement Plan to provide support for students struggling with attendance and engagement during distance learning. The intent of Tiered Re-Engagement Plan was to develop a multi-tiered system of re-engagement for students who miss instruction or who were chronically absent in Distance Learning. These plans intend to provide universal supports, early interventions, and intensive supports in order to address the different circumstances students and families were facing during the COVID-19 pandemic and the shift to Distance Learning. Strategies included within the plans helped the school site re-engage students and families experiencing trauma, isolation, and a lack of access to the necessary supports to participate and fully engage in school on a daily basis while at home.

An Intervention/Attendance team (lovingly called the A-Team) was established that includes the Vice Principal, administrative assistants, Campus Security Aides, and a counselor as needed for SST's and other consultations.

The tiered reengagement strategies promote a culture of collaboration which includes new ways of communicating with families and should focus on identifying and jointly addressing the barriers that are preventing students from engaging in Distance Learning.

TIDE Attendance Intervention Plan:

Attendance Tier I: Students who miss 12+ classes (3+ days) in one week

- Teacher contacts the student and family via email and phone call home describing the importance of attending class.
 - i. Encourage students to attend Teacher Office Hours.
- Attendance team (A-Team) staff member(s) (or other as assigned) to contact current parent/guardian for each student
 - i. Cell phone, email, message number, emergency contacts, etc.
 - ii. Encourage students to attend Teacher Office Hours.
- Determine student needs and verify contact information
 - i. Is synchronous instruction not working for student (or student cannot access)?
 - ii. Provide information for distance learning resources, to include technology support (equipment, connectivity, etc.)
 - iii. Engagement supports (connecting families with school, teachers, community resources)
- Provide intervention(s) based upon student need(s)
- Note intervention(s) in IC

Attendance Tier II: Students who have missed 13-25 classes (3-5 days)

- All Level I interventions
- Attendance Conference with Attendance Team, student and parent(s)/guardian(s) to create a plan and agreement with concrete deadlines and supports
 - i. Mental health support, and/or referral
 - ii. Family support (social services)
 - iii. Educational supports
- Follow up Attendance conferences as needed
- Possible welfare check from the Menlo Park Resource Officer
- Note intervention(s) in IC

Attendance Tier III: Students who have missed 26-35 classes (6-8 days)

- All Level I and II interventions
- SST Referral
- Home Visits (under specific guidelines based upon local/state guidelines)
- Student *may be* required to attend courses on-campus

- Possible referral to Youth Counseling Services (YCS)
- Potential referral to Welfare & Attendance Office for SARB interventions (*note*: under SB-98, LEA's cannot refer students/families to Juvenile Court, but can still utilize the intervention structure of SARB)
- Note intervention(s) in the Intervention Tab and the A-Team weekly reports

Attendance Issues			
	Needs / Data Cutoff	Referred by:	Supports
Tier 1	0 to 12 classes of unexcused absences	A2A & IC	<ul style="list-style-type: none"> ● Culturally relevant and responsive instruction. ● Advisory program ● PBL - highly engaged curriculum ● Teacher reach out to student and parent(s)/guardian(s) ● Attendance team reach out to student and parent(s)/guardian(s) ● Student meeting ● Encourage students to attend Teacher Office Hours
Tier 2	13 to 25 classes of unexcused absences (1st truancy letter)	A2A & IC	<ul style="list-style-type: none"> ● All Level I interventions ● Attendance Conference with Manager of Social Services, student, parent(s)/guardian(s), school counselor (if possible) to create a plan and agreement with concrete deadlines and supports <ul style="list-style-type: none"> ○ Mental health support, and/or referral ○ Family support (social services) ○ Educational supports ● Follow up Attendance Conferences as needed ● Possible welfare check from the Menlo Park resource officer ● Note intervention(s) in IC
Tier 3	26-35 blocks of unexcused absences (2nd truancy letter)	A2A & IC	<ul style="list-style-type: none"> ● All Level I and II interventions ● SST Referral ● Home Visits (under specific guidelines based upon local/state guidelines) ● Student <i>may be</i> required to attend courses on-campus ● Potential referral to Welfare & Attendance Office for SARB interventions (<i>note</i>: under SB-98, LEA's cannot refer students/families to Juvenile Court, but can still utilize the intervention structure of SARB) ● Note intervention(s) in IC

Engagement Tier I: Students who

- Attendance team (A-Team) staff member(s) to contact current parent/guardian for each student
 - i. Cell phone, email, message number, emergency contacts, etc.
 - ii. Encourage students to attend Teacher Office Hours.
- Determine student needs and verify contact information
 - i. Is synchronous instruction not working for student (or student cannot access)?
 - ii. Provide information for distance learning resources, to include technology support (equipment, connectivity, etc.)
 - iii. Engagement supports (connecting families with school, teachers, community resources)
- Provide intervention(s) based upon student need(s)
- Note intervention(s) in IC

Engagement Tier II: Students who

- All Level I interventions
- Attendance Conference with Attendance Team, student and parent/guardian to create a plan and agreement with concrete deadlines and supports
 - i. Mental health support, and/or referral
 - ii. Family support (social services)
 - iii. Educational supports
- Follow up Attendance Conferences as needed
- Possible welfare check from Menlo Park Resource Officer
- Note intervention(s) in IC

Engagement Tier III: Students who

- All Level I and II interventions
- SST Referral
- Home Visits (under specific guidelines based upon local/state guidelines)
- Student *may be* required to attend courses on-campus in the student hub
- Potential referral to Welfare & Attendance Office for SARB interventions (*note*: under SB-98, LEA's cannot refer students/families to Juvenile Court, but can still utilize the intervention structure of SARB)
- Note intervention(s) in the Intervention Tab and the A-Team weekly reports

Distance Learning Professional Development for Staff

Since TIDE Academy started off 100% in Distance Learning, all professional development days were slotted at the start of the school year to assist staff with teaching, learning, and student engagement online. The breadth and amount of professional development was inspirational as was the quick maneuvering of teachers to be able to transition lesson plans online.

TIDE administration kept all important documents and helpful links in one [Google presentation titled TIDE Distance Learning Intro 2020-21](#). This presentation was shared with staff in All staff meetings, through email, and on a website specifically designed for assisting teachers. The goal of the presentation was to keep all important links and information easily accessible and in one place. The presentation included important topics such as general information on synchronous and asynchronous learning, the distance learning bell schedule, how to take attendance, adding Zoom to

Canvas, Zoom norms, Zoom settings to avoid “zoom bombings”, how to set up office hours, and many other important items.

TIDE utilized two Canvas coaches and a certificated technology coordinator to help teachers. Modules in Canvas and various other online applications were quickly learned with a high amount of time spent translating lesson plans for best practices online. A website specifically designed for assisting teachers was created and utilized as a resource for teachers to help with the transition, including short 3 minute or less videos accessible any time of the day. All teachers were assigned a laptop, with the rest of TIDE Academy staff being given a chromebook or laptop, depending on availability, to be able to access work from home.

Teachers who expressed a desire to have a second screen were supplied with a second larger screen for running Zoom, classes, breakout rooms, and any other application being used to engage students. Hotspots were similarly assigned when requested as well as headsets with a microphone.

PD Offerings and Attendance

Since June 2020, there have been **353** professional development sessions offered to SUHSD teachers, with a total confirmed attendance of **6515**. These sessions took place over the course of 35 June PD sessions, 53 [Teacher Orientation Week](#) sessions (August 3rd - 7th), 74 [all-staff sessions](#) during the August PD week, and 191 Wednesday and afternoon sessions. This [spreadsheet](#) includes lists of all sessions. Teachers also received one-on-one and small group coaching support. Between August 2020 and January 2021, 79 coaching sessions were logged (this does not include weekly one-on-one coaching provided to TIPS candidates).

How PD Was Developed

Professional development sessions were created using the district instructional focus: to provide rigorous, engaging, standards-aligned instruction with embedded language support and meaningful technology integration. Additionally, teachers were supported in the area of quality distance learning, including tools, instructional strategies, and pedagogical approaches for online teaching and learning. There was also a focus on antiracism and equity. Professional development was additionally guided by teacher and student input. The PD department used data from a beginning-of-the-year self-assessment and two mid-year surveys to develop needs-aligned Wednesday and afternoon sessions. Student panels were conducted during the week of August 10th and then again in November. Student feedback was also used to develop PD series. Professional development themes included: [Student Choice and Voice](#), [Connection](#), [Student Engagement](#), [Engagement through Application](#), and new support for the shift to concurrent teaching ([before](#) and [after](#) the switch). Also based on teacher input, three sets of virtual [instructional rounds](#) were offered.

PD Format

While most of the professional development offered was optional (with teachers offered extra hours pay for June PD week and Teacher Orientation week attendance), August 10th-14th was all-staff PD provided during contractual hours. Teachers were able to select sessions within a daily theme:

Planning and Organizing for Access in Blended and Online Courses, Engaging your Class Community in Blended and Online Instruction, Authentic Assignments and Assessments in Blended and Online Instruction, and Anti-racism and Equity.

Ongoing SUHSD Instructional Initiatives

In the 2020-21 school year, professional development for ongoing district curriculum and instruction initiatives continued. Three Constructing Meaning Institutes--training on integrated ELD strategies--were conducted virtually, including one for World Language teachers and two for mixed subject areas. Strand 18, geared towards science teachers, will launch in June, 2021. This is a [master roster](#) of participants.

The SUHSD Math Initiative, originally launched in January of 2019, continued this year with most Algebra 1 and Geometry teachers, as well as a few Algebra 2 teachers, across the district participating. Participating math teachers and co-teaching ed specialists participated in four days of training in June PD conducted by our consulting partners, Callahan Consultants and the Silicon Valley Math Initiative, and district math instructional coach. Algebra 1 teachers collaborated across schools in weekly curricular planning meetings. Math initiative teachers also participated in once-a-month Wednesday PD sessions in the first semester before the initiative shifted towards a peer lesson study and an on-site individual coaching model.

We continued to provide time and support for teachers or course groups to shift towards a standards-based grading model. Four [Equitable Grading Cohorts](#) were conducted, with a total of approximately 50 teachers completing the PD and application series.

In the area of science, teachers continued to strive towards NGSS implementation and were given the opportunity to participate in a Stanford NGSS Assessment Project (SNAP) cohort. Department chairs from each site participated first to provide feedback. The first cohort of 16 teachers took place in March and April, with more planned for the summer.

In the English department, site teams met with the district instructional coach to develop a year-long scope and sequence and to analyze common assessments. Further, multi-session cohorts were conducted for English support and academic literacy.

Co-teaching teams were supported with an orientation and with support for online and virtual environments.

Teacher Induction

SUHSD's induction program, [TIPS](#), served 57 first- and second-year teachers in 2020-21. Candidates receive weekly coaching from their mentor teachers, completing individualized Formative Assessment System activities to support growth towards a CSTP-based goal, such as inquiry cycles and peer observation. They also participated in an orientation day, three workshops over the course of the year, and no fewer than five choice PD sessions.

Asynchronous PD Resources

In addition to live PD and individual coaching, teachers had access to PD recordings, slide decks, and resources in the [SUHSD-PD Canvas Page](#). Finally, the PD Department published four resource guides to support instructional and pedagogical shifts over the course of the year:

Resource Guides:

[Concurrent Teaching Resource Guide](#)

[Student Panel Resource Guide](#)

[Student Engagement Resource Guide](#)

[Assessment Resource Guide](#)

Mental Health and Social and Emotional Well-Being

Every TIDE student is enrolled in a Nucleus class. This year's curricular focus for Nucleus was Foothill counseling curriculum and social-emotional learning (SEL) curriculum. Freshmen Foothill curriculum centered around best practices for online learning and exploring career fields. Sophomore Foothill curriculum centered around exploring career fields. Both Nucleus classes used Circles to provide students with a voice during a difficult pandemic year rife with racial and political trials and events.

There was an Acknowledge Alliance therapist working with TIDE students one day per week. Group therapy was attempted several times; however, TIDE students and families preferred one-on-one sessions this year. As a result, once April 5th brought the hybrid "Roomers and Zoomers" model to TIDE, Javier Gutierrez, the Health and Wellness Coordinator at the District, helped TIDE administration bring in a second day of therapy to TIDE via Star Vista.

The TIDE Associated Student Body (ASB) added a student wellness commissioner for the 2020-21 school year. Together, ASB and the wellness commissioner did Wellness Mondays during lunch for all students. Yoga, mindful meditation, guided imagery, and other stress relieving practices were taught to the TIDE staff and students to practice and utilize as needed throughout the year.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

TIDE recognizes that community is vital to both personal and academic success and seeks to build community.

LCAP Goal Alignment:

Goal 1: The District will strengthen quality instruction by improving engagement, rigor, and preparation for college, career, adult, and civic responsibilities for all students.

Goal 2: The District recognizes that equity is behavior and we believe in meeting the needs of individual students. We commit to identify and design systems to allow all students to succeed by overcoming institutional and instructional practices that perpetuate inequalities in student outcomes.

Goal 3: The District will ensure the well-being of students and students will receive appropriate academic, behavioral, and social-emotional supports, including full implementation of Multi-Tiered Systems of Supports (MTSS) at all sites in the District.

Identified Need:

TIDE opened its doors for the first time in August of 2019. While the school received a full WASC accreditation in its first year, creating processes, establishing morale and school culture, and in general starting everything fresh takes time, commitment, and cohesion of staff and community. In order to accomplish this, TIDE needs to focus on building relationships that will naturally translate into culture.

Building teacher and staff relationships with students is important so that students feel safe, engaged, and are able to learn and grow while at TIDE. Restorative practices are key to continually building relationships, especially when a potential conflict arises.

TIDE teachers and staff also need to build camaraderie and establish trust so that the systemic structures of the schools can be built.

Finally, building community with TIDE that includes other stakeholders, parents, city management, and industry, allows for multiple perspectives and voices in establishing TIDE.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AUHSD Panorama Survey	Key questions form Panorama Survey we want to measure over time: Overall School Belonging Category	Increase ratings on questions and categories related to School Belonging and Student Engagement by .5.
SUHSD Certificated Survey		
SUHSD Classified Survey		
CHKS (Ca Healthy Kids Survey)	Key questions from CHKS Survey we want to measure over time: Academic Motivation for 2020-21 school year average was 65.5%. Adult Relationships for 2022-21 school year average was 77.5%. Response rates 80% of 9th graders 88% 10th graders	Increase ratings on questions and categories related to Academic Motivation by 3% Increase ratings on questions and categories related to Caring Adult Relationships by 3% 20-21 response rates: Increase response rate by 3%
Number of parents and students engaged in TIDE community events ELAC SSC TCO	Current Numbers on Various TIDE Community Groups: ELAC = 2 Parents SSC = 3 Parents, 2 Teachers, 2 Students, 1 Classified TCO = 7 parents, 1 teacher,	Maintain and/or Increase participation rate
Number of students in ASB and ASB events	2020-21 School Year: -Five students	Increase students participating and/or being elected into ASB
Number of student clubs and events	2020-21 School Year: -Five active clubs, 15 students	Increase number of clubs and student participation by 3%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy 1: Implement a strong, inclusive, relevant ASB program (including an ASB leadership class).

Promote community, Activities, and events:

ASB Leadership class (Officers, Directors & Commissioners)

Director positions: of Commissioners, of Elections, and of Clubs

Commissioner positions: Spirit, Communications, Environmental, Civic Engagement, Wellness, Opportunities

Student “My Choice-My Voice” Surveys (to determine interest, needs, and relevance)

Create

Distribute

Analyze Create and support many student engagement opportunities and options

Create strong student-facilitated supports (to support overall student engagement)

Hold Bi-monthly Town Halls (with ASB Vice-President facilitation)

Develop and coordinate clubs (with ASB Clubs Director facilitation)

Support and develop student voted and created Activities (with Spirit & Media Commissioner facilitation)

Create, publicize (internally) and reflect on student service and student-service events (with Civic Engagement Commissioner facilitation)

Create Wellness supports and events (with Wellness Commissioner facilitation)

Create ASB Commissioner support (through the Commissioner Director position)

ASB Calendar and Communications

Spirit activities & Month (May)

Software for Schools Student Spirit Points and Store

Build Student Elections program

Increase awareness of community and cultural events (through the Civic Engagement Commissioner)

Civic Engagement Club (to support student service to others, lead by the Civic Engagement Commissioner))

Spirit and Communication Commissioner positions to support all ASB events (dances, Civic Engagement events, etc.)

Proposed Expenditures and Funding for this Strategy/Activity

Amount(s)	Source(s)
\$45,000 class and release period	General Funds
\$800 Software4Schools Elections and School Store	Site Discretionary Allocations
\$1,000 Membership and training	Site Discretionary Allocations

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy 2: Offer inclusive, relevant, site-specific professional development.

Be purposeful and intentful on the SDTA contracted professional development days that have site-specific time built in.

Potential professional development ideas include strategies and curriculum development to strengthen and expand Nucleus. The expansion of Nucleus parallels the school’s growth of one grade per year. Other professional development offerings include equity training, presentations on CSEC (Commercial Sexual Exploitation of Children), and staff-inspired and developed trainings.

Include two additional minimum days so that TIDE staff may have two additional afternoons for professional development.

Proposed Expenditures and Funding for this Strategy/Activity

Amount(s)	Source(s)
\$15,000	Site Discretionary Allocations
District Release Days (funding N/A)	District PD Budget

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy 3: TIDE will build an Associate Student Body elections program intended to increase, nurture, and support student choice, voice and engagement.

Create a Director of Elections ASB elected position

the Elections Director will act as a student representative, program implementation, and student liaison

Awareness (TIDE-wide) program delivered to all students

Awareness of Alternative engagement pieces for students (Civic Engagement Club, Commissioners, etc.) delivered to all students

Elections training (for students running)

Software for Schools Voting software

Overall student engagement promotion (videos, social media, posters, events, etc. with Spirit & Media Commissioners)

Elections promotional materials (videos, social media, etc. with Spirit & Media Commissioners)

Proposed Expenditures and Funding for this Strategy/Activity

Amount(s)	Source(s)
\$800 Software4Schools Elections and School Store	Site Discretionary Allocations
\$22,500 class and release period	General Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students (Also: rising 9th graders)

Strategy 4: TIDE will increase recruitment and enrollment efforts

Create a position and Hire a Recruitment & Shadowing Coordinator (0.2 fte)

Begin building TIDE community beginning with rising 9th through shadow days and outreach

Organize TIDE informational presentations on school, ASB, dual enrollment, CTE pathways, and industry/ mentoring opportunities that is accessible and engaging

Student shadow leaders and ASB will outreach to rising 9th graders through campus tours

Rework the Spring Open House and 8th Grade Parent Nights

Work on school website for accessibility, engagement, and recruitment

Proposed Expenditures and Funding for this Strategy/Activity

Amount(s)	Source(s)
\$22,500 class and release period	General Funds

Goal 2

TIDE recognizes the importance of postsecondary life preparation and through CTE Pathways (career and adult responsibilities) and Dual Enrollment.

LCAP Goal Alignment:

Goal 1: The District will strengthen quality instruction by improving engagement, rigor, and preparation for college, career, adult, and civic responsibilities for all students.

Goal 4: The District will support and promote successful student outcomes at the District's small schools and alternative programs.

Identified Need:

TIDE concentrates on **CTE** to provide students with a strong foundation of technical knowledge and employability skills to complement their academic studies and prepare them for both college and career options.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students successfully completing CTE classes	20-21 School Year: Digital Media Marketing = 56 students Computer Science = 32 students	Increase number of students successfully completing CTE classes
Successful a-g course approval	Digital Media Marketing I approved in 2020-21	Digital Media Marketing II approved in 2021-22
	Computer Science I approved in 2020-21	Computer Science II approved in 2021-22

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

All students

Strategy 1: TIDE recognizes the pivotal role of mentoring and internships in preparing for postsecondary life

Create a Mentoring and Internship coordinator position (0.4 fte = 0.2 FTE per pathway)

Recruit and coordinate with community volunteer mentors

Facilitate mentor-mentee communication

Coordinate with district level resources (work-based learning specialist, etc.)

Create Mentor Events

Facilitate engagement for the Annual District Career Fair

Seek feedback and adapt program for continued success

Discover, initiate, and coordinate internship/ work based learning opportunities

Foster relationships within business/ industry to create relevant real-life experience and learning

Proposed Expenditures and Funding for this Strategy/Activity

Amount(s)	Source(s)
\$45,000 class and release period	Strong Workforce Program Grant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy 2: TIDE provides student choice and voice by creating two clear, market-relevant CTE pathways from which to choose.

CTE Pathways: Computer Science and Digital Media Marketing

Build two clear CTE Pathway choices (Computer Science & Digital Media Marketing)

Create clear and accessible informational materials on making and navigating student choice

Develop and implement an in-person CTE Symposium experience (Partnership: site, district, and industry)

Create, communicate and implement concrete technical skills and soft skills to facilitate student readiness for work, two-year college, or four-year college progression upon graduation. Create relationships with industry partners and mentors to increase familiarity, support, real-life experiences, and confidence in pursuing individually relevant and optimal post high school choices.

Proposed Expenditures and Funding for this Strategy/Activity

Amount(s)	Source(s)
\$500 (Sophomore Symposium)	Site Discretionary Allocations
\$500 (Mentor Program Meet-and-Greets)	Site Discretionary Allocations

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy 3: TIDE recognizes and supports powerful collaboration to increase student supports and opportunity through its dual enrollment program and partnership with Foothill.

Dual Enrollment: Partnership with TIDE, SUHSD, and Foothill College

Develop meaningful and productive relationships between TIDE staff and Foothill professors. Schedule meet and greets and provide structures for ongoing communication, question/ answer, and student supports.

First collaborative meeting scheduled for June 7th, 2021.

Monthly administrative collaborative meetings

Facilitated Foothill group registration (TIDE/ SUHSD/ Foothill) collaborative

Individual registration supports (TIDE counselor)

Create and effectively communicate structures and benefits for dual enrollment including college-level classes, double credit (HS & college) for all dual-enrolled classes.

The “A-Team” will help coordinate and support home communications.

Proposed Expenditures and Funding for this Strategy/Activity

Amount(s)	Source(s)
\$500 (Collaboration events and Registration events)	Strong Workforce Program Grant

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy 4: TIDE will create a strong college preparation and guidance program.

College Guidance: Naviance, Academic Counselor & college visits

Obtain and implement the district Naviance system for college preparation.

Obtain a college counselor.

Have the school counselor meet with students, creating a four-year plan and to discuss college planning through self-understood skills, interests, and motivations. Students will understand the current job market and needed skills.

Students will visit college campuses.

Proposed Expenditures and Funding for this Strategy/Activity	
Amount(s)	Source(s)
\$1,000	Site Discretionary Allocations
\$45,000 0.4 fte	General Funds

Goal 3

Improve overall student mental health by building in structures that are systemic to their educational pathway at TIDE.

LCAP Goal Alignment:

LCAP Goal 2: The District recognizes that equity is a behavior and we believe in meeting the needs of individual students. We commit to identify and design systems to allow all students to succeed by overcoming institutional and instructional practices that perpetuate inequalities in student outcomes.

LCAP Goal 3: The District will ensure the well-being of students and students will receive appropriate academic, behavioral, and socio-emotional supports, including full implementation of Multi-Tiered Systems of Supports (MTSS) at all sites in the District.

Identified Need:

Examine support systems and identify areas of concerns with students and staff, including policies that may cause student stress. TIDE seeks to promote a healthy school culture inside and outside the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS (Ca Healthy Kids Survey)	<p>Categories related to</p> <p>Self-Efficacy (I can work out my problems) by 81% of 9th graders 78% of 10th graders</p> <p>There is a Purpose to My Life 79% of 9th graders 76% of 10th graders</p> <p>I Understand My Moods and Feelings 79% of 9th graders 78% of 10th graders</p> <p>Social Emotional Stress 26% of 9th graders 26% of 10th graders</p>	<p>Increase ... by 3%</p> <p>Increase ratings on questions and categories related to Self-Efficacy (I can work out my problems) by 3%</p> <p>Increase ratings on questions and categories related to There a Purpose to My Life by 3%</p> <p>Increase ratings on questions and categories related to I Understand My Moods and Feelings by 3%</p> <p>Decrease ratings on questions and categories related to Social Emotional Stress by 3%</p>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy 1: Student Social-Emotional Learning (SEL) supports interwoven during Nucleus time as well as in other general education classes.

Nucleus will have a day devoted to Social-Emotional Learning (SEL) during that class period.

Choose and/or create curriculum to implement during Nucleus.

Create a multi-year pathway.

Create a 0.2 (fte) Nucleus curricular position.

During Nucleus, students explore topics of SEL and discuss and share during class. Specific SEL skills are taught with time to give to practice and reflect on implementation.

Nucleus- Academic Achievement (Goals setting)

working with academic schedule to create student choice academic supports through scheduled flex-time

Create systemic support for productive flex time.

Proposed Expenditures and Funding for this Strategy/Activity

Amount(s)	Source(s)
District Release Days (funding N/A)	District PD Budget
\$22,500 (0.2 FTE)	Site Discretionary Allocations

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy 2: Implement and share SUHSD SEL training, information, and resources.

Implement and share district-lead SEL task force and Mental Health Task force learning.

Have (2) school representatives to the SEL Task Force team (SUHSD).

Have (2) representatives to the Mental Health Task force Team (SUHSD).

These representatives will make recommendations to staff and provide teacher access to supports based on the task force recommendations and offerings.

Informing and providing access to TIDE staff of available resources and supports. (slides with resources - videos, structures of supports offered by district and links to relevant information).

As curricular teams, staff will identify a set of stress management skills that departments implement in their courses and students can implement during class and outside of class.

As curricular teams, staff will review syllabi to reflect the proposed student supports.

Proposed Expenditures and Funding for this Strategy/Activity

Amount(s)	Source(s)
District Release Days (funding N/A)	District PD Budget

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy 3: Support, nurture, and utilize site-based resources for TIDE community mental health.

Minimum of two days of the Health Aide at TIDE

0.4 FTE Intervention Counselor

Create a student Wellness Commission (ASB) position as student representative and liaison.

Student lead (or co-lead) Wellness supports.

Create supports based on described needs from students.

Create Wellness site team (Wellness Commissioner, Counselor, staff member).

MidMonday Mindfulness (co-created and lead by the Wellness Commissioner).

Bi-monthly (student created) wellness videos push out to Canvas.

Proposed Expenditures and Funding for this Strategy/Activity

Amount(s)	Source(s)
\$22,500 (Health Aide)	General Funds
\$45,000 0.4 FTE Intervention Counselor	General Funds

Goal 4

Increase the number of students completing A through G eligible classes, focusing on our subgroups of African American students, Pacific Islander students, Hispanic/ Latino students, students with special needs, and EL/RFEP students.

LCAP Goal Alignment:

Goal 1: The District will strengthen quality instruction by improving engagement, rigor, and preparation for college, career, adult, and civic responsibilities for all students.

Goal 2: The District recognizes that equity is behavior and we believe in meeting the needs of individual students. We commit to identify and design systems to allow all students to succeed by overcoming institutional and instructional practices that perpetuate inequalities in student outcomes.

Goal 3: The District will ensure the well-being of students and students will receive appropriate academic, behavioral, and social-emotional supports, including full implementation of Multi-Tiered Systems of Supports (MTSS) at all sites in the District.

Identified Need:

While TIDE has yet to have a graduating class, we strive to increase successful completion of A-G classes at TIDE, especially with regards to our significant subgroups. This will help prepare more students for college and career readiness and increase eligibility. By increasing successful completion of A-G classes, average GPA and credits earned after 9th grade will likewise increase.

In the 20-21 school year we enrolled 37% female and 63% male. Of those students we are 5.6% African American, 4.9% Asian, 49% Hispanic/Latino, 0.7% Pacific Islander, 28% White, 4.9% two or more ethnicity, and 7% unknown. TIDE has 19 EI and RFEP students combined.

Average GPA and credits earned after 9th grade for the 2020-21 school year:

Male 2.5

Female 2.59;

Hispanic/Latino is 1.73

Special Education: 1.73

Low socio-economic/ Disadvantaged: 1.6

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average GPA and credits earned after 9th grade	Male 2.5 Female 2.59; Hispanic/Latino is 1.73 Special Education: 1.73 Low socio-economic/ Disadvantaged: 1.6	Increase of 3%in the overall school and in each subgroup category.
California School Dashboard: School performance in College and Career Indicator	Significant Subgroups: Data not available for TIDE Special Ed: Hispanic/ Latino: English Learners: African American:	Increase of 3%in the overall school and in each subgroup.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy 1:Identify differentiated instruction strategies that can be implemented schoolwide. Provide stronger access/support for a variety of learners, with attention to students with disabilities and our ethnic subgroups.

Develop and implementation of the SUHSD Algebra 1 Initiative.

Develop and implement scaffolding techniques used by TIDE teachers for college curriculum during the dual enrollment classes.

Proposed Expenditures and Funding for this Strategy/Activity

Amount(s)	Source(s)
N/A	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy 2: Currently, TIDE employs the push-in model for students with special needs. Explore implementing the co-teaching model with a general education teacher and an educational specialist.

Develop a Co-teaching model.

Hire a second SPED teacher.

Identify and develop co-teaching opportunities that specifically supports students with special needs. Train teachers on SUHSD co-teaching model.

Proposed Expenditures and Funding for this Strategy/Activity

Amount(s)	Source(s)
\$112,500 (1.0 FTE SPED teacher)	General Fund
District Release Days (funding N/A)	District PD Budget

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy 3: Provide students with individualized learning and supports through Flex Time during Nucleus periods.

Identify ways students can access additional supports and manage their responsibilities during the regularly scheduled school day through the use of Flex Time during Nucleus periods.

Provide more individualized student attention during Flex Time.

Provide a release period for a teacher to align Nucleus classes and create curriculum for the start of the junior year at TIDE. Since TIDE is entering year three of being open, freshmen, sophomore, and junior year will now have Nucleus. For the 2022-23 school year, a senior year Nucleus class will need to be developed. The need to reimagine the Nucleus class, with the additional pressure of

increased social support due to the pandemic, Nucleus curriculum in general will be developed. In response to the needs of our students, we are adapting and refining the Nucleus class.

Proposed Expenditures and Funding for this Strategy/Activity	
Amount(s)	Source(s)
\$22,500 (Nucleus 0.2 FTE)	General Fund

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ [Enter amount here]

Total Federal Funds Provided to the School from the LEA for CSI

\$0

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

\$ [Enter amount here]

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$9,799.71
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]