

School Year: **2021-22**



## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Donner Trail Elementary School
<b>Address</b>	52755 Donner Pass Road Kingvale, CA 96161
<b>County-District-School (CDS) Code</b>	31 66944 6031298
<b>Principal</b>	Edward Hilton
<b>District Name</b>	Tahoe Truckee Unified School District
<b>SPSA Revision Date</b>	April 6, 2022
<b>Schoolsite Council (SSC) Approval Date</b>	April 5, 2022
<b>Local Board Approval Date</b>	April 6, 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.

# School Vision and Mission

All Donner Trail students are provided an environment in which there are high expectations for academic, civic, environmental, and social responsibilities. Students will grow in a safe, caring, risk-taking environment which nurtures our students to become independent, lifelong learners. This goal will be accomplished through reflection, collaboration, innovation, and communication among a small community of students, staff, and families that come together in a shared culture.

Our guiding value is that every child can and will learn through hard work, rigor, and perseverance.

Our Core Beliefs and Practices:

1. Addressing the needs of the “whole child” is the focus of all decisions.
2. Students feel confident, appreciated, valued, and connected.
3. Foster character development through accountability, tolerance, acceptance, inclusivity, leadership, and perseverance.
4. A multi-age model maximizes collaboration, flexible grouping, leadership, learning from each other, and community.
5. Strategic instruction addresses diverse learning styles and a broad range of abilities to ensure multiple opportunities for accessibility and mastery.
6. Project based learning embraces real world application through our local environment, stewardship, cross-curricular connections, and scientific inquiry.
6. Literacy is a powerful path to developing 21st century critical thinkers. Donner Trail is committed to balanced literacy that includes embedded technology, reading, writing, speaking and listening opportunities. Research across content areas is evidence based.
8. We reinvent ourselves and our practices by learning from mistakes. We are an innovative, ever-changing community of explorers constantly seeking new habits of mind that are research-based best practices.
9. Schools, families, and the community are partners in helping students develop a sense of ownership for their learning.
10. All teachers and staff members at Donner Trail believe that each student is “our” student.

# School Profile

Donner Trail is located near Donner Summit next to the Yuba River. The area provides a rich natural environment for students to explore and learn. Donner Trail serves as both a community school to the local community as well as a multi-age magnet school for the Tahoe Truckee School Unified District. As best described by Donner Trail parents, the loving support staff and supportive teachers create a community where students are treated with respect and are taught how to be responsible, respectful to others, and how to be leaders. The Donner Trail way is to learn and assist others. It breaks down the walls of age, bullying, and separation. Students learn who they are and who they want to become.

Donner Trail is a three-room schoolhouse that 70 students occupy for 180 days of the year. The "K-Cubs and Bear's Lair" houses grades K-1, "The Nest" houses grades 2-3 students, and the "Yuba Colony" houses grades 4-5. Along with intensive focus on core subject areas, students also participate in many activities such as PE, music, technology, and art. The multi-age classrooms provide differentiated student learning goals and expectations to support all learning styles and developmental levels.

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The Donner Trail Elementary School Site Council (SSC) has met to review and become familiar with our new DTS format for our SPSA in general, and the following dates and descriptions outline our collaborative consultation with our SPSA:

January 26, 2022: Donner Trail Staff reviewed the 2019-2020 SPSA goals and outcomes to answer clarifying questions and provide context for this year's SPSA. The staff reviewed assessment results from 2021 and gave input on 2022-2023 SPSA goals.

February 3, 2022: Principal presented a working draft of goals for the 2022-2023 SPSA as well as the 2021-2022 Transitional Document to the Donner Trail SSC. This presentation included a review of baseline assessment results from 2019, actual assessment results from 2021, goals for 2021-2022 and 2022-2023 based on our data. Feedback was gathered from the members of SSC and applied to the documents. Feedback included reasonable goal objectives for 2022-2023 and possible actions for the year.

February 8, 2022: Principal presented working draft of 2022-2023 SPSA as well as the 2021-2022 Transitional Document to the Donner Trail Elementary staff, which consists of grade level classroom teacher representatives of kindergarten through fifth grades, a special education teacher representative, enrichment teacher representative, secretary, and principal. The shift to the new SPSA format was highlighted, and all parts of the 22-23 SPSA and 21-22 Transitional document were reviewed.

February 28, 2022: Principal met with all of the TTUSD elementary principals and discussed 2021-2022 and 2022-2023 goals and actions. Support and feedback was received from the Executive Director of Educational Services, Educational Services support staff, and elementary principal colleagues.

March 14, 2022: Principal met with all of the TTUSD elementary principals and continued discussing the 2021-2022 and 2022-2023 goals and actions. Support and feedback was received from the Educational Services support staff, and elementary principal colleagues.

March 23, 2022: Principal presented draft of the 2022-2023 SPSA to the Donner Trail Elementary Staff.

April 5, 2022: Principal presented final draft of 2022-2023 SPSA as well as the 2021-2022 Transitional Document for approval. 2022-2023 SPSA was approved unanimously.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	%	0%	%		0	
Asian	%	0%	%		0	
Filipino	1.52%	0%	%	1	0	
Hispanic/Latino	6.06%	4.92%	5.2%	4	3	3
Pacific Islander	%	0%	%		0	
White	86.36%	90.16%	89.7%	57	55	52
Two or More Responses	3.03%	3.28%	3.5%	2	2	2
Not Reported	3.03%	1.64%	1.7%	2	1	1
<b>Total Enrollment</b>				66	61	58

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	11	10	7
Grade 1	10	11	11
Grade 2	13	11	10
Grade3	9	14	10
Grade 4	8	6	14
Grade 5	15	9	6
<b>Total Enrollment</b>	66	61	58

### Conclusions based on this data:

1. Enrollment has decreased in each of the last three years.
2. Student subgroups have maintained a similar ratios/percentage as a component of entire enrollment during the last three years.
3. Kindergarten enrollment has decreased year over year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	1	0	0	1.5%	0.0%	0.0%
Fluent English Proficient (FEP)	3	1	1	4.5%	1.6%	1.7%
Reclassified Fluent English Proficient (RFEP)	1	0	0	33.3%	0.0%	0.0%

### Conclusions based on this data:

1. During the 2020-2021 school year Donner Trail did not have any English Learners.
2. All English Learners were reclassified as of the 2020-2021 school year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	9		10	9		10	9		10	100		100.0
Grade 4	8		15	8		15	8		15	100		100.0
Grade 5	15		6	14		6	14		6	93.3		100.0
All	32		31	31		31	31		31	96.9		100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*		2550.	*		46.67	*		40.00	*		13.33	*		0.00
Grade 5	2570.		*	35.71		*	57.14		*	7.14		*	0.00		*
All Grades	N/A	N/A	N/A	51.61		48.39	45.16		45.16	3.23		6.45	0.00		0.00

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	*		*	*		*	*		*	
Grade 4	*		*	*		*	*		*	
Grade 5	50.00		*	50.00		*	0.00		*	
All Grades	61.29		35.48	38.71		64.52	0.00		0.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	21.43		*	78.57		*	0.00		*
All Grades	45.16		35.48	54.84		64.52	0.00		0.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	21.43		*	78.57		*	0.00		*
All Grades	35.48		9.68	64.52		80.65	0.00		9.68

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	50.00		*	50.00		*	0.00		*
All Grades	58.06		41.94	41.94		58.06	0.00		0.00

**Conclusions based on this data:**

- 100% of enrolled students tested in the 2021 school year. This is up from 96.9% in 2019.
- 94% of students met or exceeded standards proficiency in English Language Arts at Donner Trail in the 2020-2021 school year. Compared to 2018-2019 overall achievement at Donner Trail, this is a decrease of 2% (one student at DTE).
- 100% of Donner Trail students were near, at, or above standards proficiency in the domains of reading, writing, and research/inquiry.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	9		10	9		10	9		10	100		100.0
Grade 4	8		15	8		15	8		15	100		100.0
Grade 5	15		6	14		6	14		6	93.3		100.0
All	32		31	31		31	31		31	96.9		100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*		2560.	*		46.67	*		46.67	*		6.67	*		0.00
Grade 5	2558.		*	42.86		*	14.29		*	42.86		*	0.00		*
All Grades	N/A	N/A	N/A	51.61		51.61	29.03		35.48	19.35		9.68	0.00		3.23

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	*		*	*		*	*		*	
Grade 4	*		*	*		*	*		*	
Grade 5			50.00	*	42.86		*	7.14	*	
All Grades			67.74		58.06	29.03		38.71	3.23	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5			28.57	*	71.43		*	0.00	*
All Grades			48.39		58.06	51.61		41.94	0.00



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	28.57		*	64.29		*	7.14		*
All Grades	58.06		58.06	38.71		38.71	3.23		3.23

**Conclusions based on this data:**

1. 100% of enrolled students tested in the 2021 school year. This is up from 96.9% in 2019.
2. 87% of students met or exceeded standards proficiency in English Language Arts at Donner Trail in the 2020-2021 school year. Compared to 2018-2019 overall achievement at Donner Trail, this is a decrease of 3% (two students at DTE).
3. 100% of Donner Trail students were near, at, or above standards proficiency in the Problem Solving & Modeling/Data Analysis domain.

# School and Student Performance Data

## ELPAC Results

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

2019-20 Data:

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

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

2019-20 Data:

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

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

2019-20 Data:

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

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

2019-20 Data:

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

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

2019-20 Data:

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

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

2019-20 Data:

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

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

2019-20 Data:

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

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

2019-20 Data:

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

**Conclusions based on this data:**

1. Not enough Donner Trail students took the ELPAC assessment in the 2020-2021 school year for a statistical comparison.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

ELA

### Goal Statement

By the end of the 2022-2023 school year, 88% of Donner Trail Elementary students will meet or exceeding English/Language Arts standards as measured by the CA Assessment of Student Performance and Progress (CAASPP).

Site Goal 1A (Target Student Group: SED):

By the end of the 2022-2023 school year, 88% of Donner Trail Elementary School students will meet/exceed standards in the SED student group as measured by CAASPP: SBAC ELA

Site Goal 1B (Target Student Group: EL):

By the end of the 2022-2023 school year, 88% of Donner Trail Elementary School students will meet/exceed standards in the EL student group as measured by CAASPP: SBAC ELA

### LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

### Basis for this Goal

The basis for these goals is the 2020-2021 ELA CAASPP results and the Renaissance Learning Forecast Tool predictions for the 2021-2022 school year.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	CAASPP - SBAC ELA 2021 All: 94% Hispanic: * White: 93% EL: * RFEP: * SED: * SWD: * Homeless: * * data suppressed to protect student privacy with small cohorts	CAASPP - SBAC ELA 2023 ALL: 88% Hispanic: * White: * EL: 88% RFEP: * SED: 88% SWD: * Homeless: * * data suppressed to protect student privacy with small cohorts
English Learners	*data suppressed for RFEP student group in 2021-2022 = < 10 students	88% of RFEP students proficient - SBAC ELA (if available)

### Planned Strategies/Activities

## Strategy/Activity 1

Continue to use universal screening using the STAR and STAR Early Literacy as outlined by the published district assessment calendar and progress monitoring at the site level.

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

All students.

### Timeline

By the end of 2022-2023 school year.

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 2

Continue to provide professional development for all teachers in the science of reading using the LETRS training.

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

All students.

### Timeline

By the end of 2023 school year staff will have completed Volume 1 of LETRS.

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 3

Continue using district intervention programs (SIPPS, Sonday, F&P) with students who are identified as having needs with phonics and phonemic awareness.

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

SED, RFEP, Hispanic, and White.

### Timeline

During the 2022-2023 School Year.

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Math

### Goal Statement

By the end of the 2022-2023 school year, 88% of Donner Trail Elementary students will meet or exceed Mathematics standards as measured by the CA Assessment of Student Performance and Progress, SBAC: Math.

### LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

### Basis for this Goal

The basis for these goals is the 2021 Math CAASPP results and the Renaissance Learning Forecast tool predictions for the 2021-2022 school year.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	CAASPP - SBAC Math 2021  All: 87% Hispanic: * White: 86% EL: * RFEP: * SED: * SWD: * Homeless: *  * data suppressed to protect student privacy with small cohorts	CAASPP - SBAC Math 2023  ALL: 88% Hispanic: * White: 88% EL: * RFEP: * SED: 88% SWD: * Homeless: *  * data suppressed to protect student privacy with small cohorts

### Planned Strategies/Activities

#### Strategy/Activity 1

Continue to use universal screening using the STAR and STAR Early Literacy as outlined by the published district assessment calendar and progress monitoring at the site level.

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

All students.

**Timeline**

By the end of 2022-2023 school year.

**Person(s) Responsible**

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

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

Expand use of differentiated skill building applications to scaffold math instruction.

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

All students.

**Timeline**

By the end of 2022-2023 school year.

**Person(s) Responsible**

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

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 3**

Recommit to agreed upon predominant math strategies: math message and focus lessons, math boxes, and math warm up, open response reengagement lessons, and math games.

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

All students.

**Timeline**

By the end of the 2022-2023 school year.

**Person(s) Responsible**

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

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Safe, Supportive and Collaborative School Culture

### Goal Statement

By the end of the 2022-2023 school year, Donner Trail Elementary School will be a safe and respectful campus supportive of high levels of learning for all students as measured by increasing positive attendance rates, decreasing chronic absenteeism to less than 10% and maintaining suspension rate at 0%

Donner Trail Elementary will maintain a safe culture of respect and responsibility. Additionally, all parent survey criteria will score 90% or above on the Donner Trail Family Voice Survey.

### LCAP Goal

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

### Basis for this Goal

School Completes see Addendum for Basis for this Goal section

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	<p>Suspension Rate 2021</p> <p>ALL: 0% White: * Hispanic: * SED: * EverEL: * SWD: *</p> <p>* data suppressed to protect student privacy with small cohorts</p>	<p>Suspension Rate 2023</p> <p>ALL: 0% White: * Hispanic: * SED: * EverEL: * SWD: *</p> <p>* data suppressed to protect student privacy with small cohorts</p>
Chronic Absenteeism	<p>Chronic Absenteeism 2021</p> <p>ALL: 0 White: * Hispanic: * SED: * EverEL: * SWD: *</p> <p>* data suppressed to protect student privacy with small cohorts</p>	<p>Chronic Absenteeism 2022</p> <p>ALL: 10% White: * Hispanic: * SED: * EverEL: * SWD: *</p> <p>* data suppressed to protect student privacy with small cohorts</p>



## Planned Strategies/Activities

### Strategy/Activity 1

See Addendum Planned Strategies/Activities section

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

Implement and complete the safe, caring adult survey at the beginning and end of the year.

#### Timeline

By the end of the 2022-2023 school year.

#### Person(s) Responsible

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

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Reinstate and expand positive attendance celebrations monthly and at the end of the year.

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

All students.

#### Timeline

By the end of the 2022-2023 school year.

#### Person(s) Responsible

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

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

Continue to use the DESSA social-emotional screener to identify at-risk students and provide support as needed.

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

All students.

#### Timeline

2022-2023 school year.

#### Person(s) Responsible

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

#### Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Social Emotional Support

### Goal Statement

By the end of the 2022-2023 school year, the number of students in the "needs instruction" category will have decreased as measured by the DESSA-mini and DESSA social emotional screener. All students identified as critical needs will be supported with interventions.

### LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities.

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

Goal 3: By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data.

### Basis for this Goal

The basis of the goal is the beginning of the year 2022-2023 DESSA screener results.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DESSA	Baseline will be determined by the beginning of year 2022 results.	By the end of the 2022-2023 school year, decrease number of students who "needs instruction." To be determined after baseline is set at BOY.

### Planned Strategies/Activities

#### Strategy/Activity 1

Use DESSA screener at least twice during the 2022-2023 school year.

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

All students.

### Timeline

By the end of the 2022-2023 school year.

**Person(s) Responsible**

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

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 2**

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

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

All students.

**Timeline**

By the end of 2022-2023 school year.

**Person(s) Responsible**

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

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 3**

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

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

All students.

**Timeline**

By the end of 2023 school year staff will have completed Volume 1 of LETRS.

**Person(s) Responsible**

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

**Proposed Expenditures for this Strategy/Activity**

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

Donner Trail Elementary will maintain 90% of students meeting or exceeding English/Language Arts standards as measured by the CA Assessment of Student Performance and Progress.

Donner Trail Elementary students in grades Kindergarten through Fifth grade will show at least one year's growth on local assessments.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP SBAC: ELA	Maintain 90% of students meeting or exceeding English/Language Arts standards	2021 All: 94% Hispanic: * White: 93% EL: * RFEP: * SED: * SWD: *  * data suppressed to protect student privacy with small cohorts
STAR Reading	at least one year's growth	93% of all K-5 students made one year's growth

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will continue the strategies that were implemented in the 2018-2019 school year and built on from the 2017-2018 school year.	Implemented as planned		
We will continue and expand the practice of students "working where their brains work" and monitoring their progress closely.	Implemented as planned		
We will leave students in intervention based on individual needs and capacity.	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will implement WONDERS in a balanced literacy program.	Implemented as planned		
We will implement Lexia to monitor and encourage our student's reading growth.	Implemented as planned		
We will continue to count the words read and attach an award.	Partially implemented as planned		
Homework is focused on reading nightly.	Implemented as planned		

## Analysis

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

### Successes:

During the 2020-2021 school year Donner Trail is pleased to report that actions such as adding opportunities for multi-age instruction, using created proficiency scales, intervention monitoring, and full implementation of the TTUSD adopted Wonders balanced literacy program showed continued results as documented by the CAASPP ELA assessments. All teachers continue to uphold reading in and out of school as integral to literacy success.

### Challenges:

The nature of the 2020-2021 school year with COVID emergencies, mitigations, and lack of structured and reliable in school attendance were a challenge for students and staff alike.

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

This goal was partially met. The strategies/activities planned resulted in 94% of students met or exceeded standards as measured by the CAASPP, surpassing the goal by 4%. However, not all students showed one-year's growth as measured by local assessments (93% of students show one year's growth).

### Successes

After surpassing our CAASPP goal by 4%, it is evident that the strategies implemented supported student performance on the CAASPP. Staff has noted that increased and continuous monitoring of student performance for those at-risk of not meeting standards and focusing interventions has been the most effective overall. Additionally, encouraging reading across the curriculum and at home has supported literacy engagement.

### Challenges

While CAASPP is one measure of student performance, we do want each child, even high performers, to make one-year's growth. We partially met the overall goal because all students did not show one-year's growth as measured by the STAR Reading (93% met one year's growth). With the number of in-school interruptions during the 2020-2021 and 2021-2022 school year, this is not surprising. We have celebrated all growth and look forward to a new academic year with increased certainty around health and attendance.

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

No material differences.

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

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

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 2

Donner Trail Elementary will maintain 89% of students meeting or exceeding Mathematics standards as measured by the CA Assessment of Student Performance and Progress.

Donner Trail Elementary grade 1 and 2 will show at least one year's growth on local assessments.

Donner Trail Elementary kindergarten students will demonstrate a year's growth on O.A.3 priority standard.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP SBAC: Math	Maintain 89% of students meeting or exceeding Mathematics standards	2021 All: 87% Hispanic: * White: 86% EL: * RFEP: * SED: * SWD: *  * data suppressed to protect student privacy with small cohorts
STAR Math Grades 1 and 2	at least one year's growth	66% of grades 1 and 2 students made at least one year's growth.
CA Common Core Standard O.A.3 (Decomposing Numbers)	at least one year's growth	75% of kindergarten students made at least one year's growth.

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to implement the strategies used in 2018-2019.	Implemented as planned.	See Budget Summary None Specified None Specified	
Continue to have strong content based instruction.	Implemented as planned.		
More time for math practice and application of concepts.	Implemented as planned.		
No testing violations.	Implemented as planned.		
Work on the growth mindset.	Implemented as planned.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Include more math vocabulary for 2019-2020.	Implemented as planned.		
Pulling in community and parents more often as an audience for students to participate in taking: "informed action and application of knowledge" as part of C3 framework.	Not implemented.		
Targeted small group instruction.	Implemented as planned.		
Moving students to "where their brain works" in math with frequent monitoring.	Implemented as planned.		
Reflective homework on Fridays for metacognition.	Partially implemented.		

## Analysis

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

### Successes

During the 2020-2021 school year Donner Trail is pleased to report that the planned actions showed continued results as documented by the CAASPP Math assessments. We continued to engage students in number talks, provided explicit instruction of constructing arguments and conjectures to communicate mathematical thinking, and used STAR math local assessments to monitor growth over the course of the school year. During the course of the year, time for mathematics was increased in the master schedule, growth mindset strategies were taught, and math vocabulary was included across the curriculum. When appropriate during COVID mitigated schedules, our students were able to "walk to learn" and join in lessons appropriate for their level, as the math schedule was coordinated between grade spans. Targeted intervention and small group instruction continued for the course of the year and provided the opportunity for students needing reteaching or scaffolded support to receive it without missing direct instructional opportunities.

### Challenges

COVID mitigations, schedules, and attendance were a challenge for our students and staff and made it difficult to provide community access to the school for "application of knowledge" actions that were planned as authentic experiences for our students in mathematics.

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

### Successes

As noted above, we did not meet our goal of 89% of students proficient or above in CAASPP. With the continued interruptions and mitigations during the school year, the Donner Trail School Site Council celebrated the fact that 87% of students did meet proficiency. We believe we saw this high level of proficiency due to keeping students in school (virtually and in-person) with no students having chronic absenteeism during the school year. Offering a hybrid option, even when classes were in-person, offered asynchronous instruction even if students were at home or ill.

### Challenges

While we were close to meeting our goal for the CAASPP, not all students made one-year's growth as measured by local assessments. 33% of students in grades 1 and 2 did not make one-year's growth. Data showed that 33% (four students), three of the four were proficient on CAASPP. This is due to the fact of the students were assessed as proficient at their grade level, but did not make one-year's continued growth beyond their locally assessed grade level proficiency (which may be above their school grade). Our ability to "walk to learn" and challenge students who show



mastery of grade level standards was greatly reduced due to COVID mitigations and look forward to offering more support and enrichment opportunities in the 2022-2023 school year.

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

No material differences.

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

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

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 3

Donner Trail Elementary will maintain a safe culture of respect and responsibility as measured by:

Maintaining or decreasing our chronic absenteeism by 1%.

Additionally, all parent survey criteria will score 95% or above on the Family Voice Survey.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism Rate	Maintain or decrease our chronic absenteeism by 1%	2021
Family Voice Survey	All parent survey criteria will score 95% or above	2021

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue Coffee Talks at the bus. The survey three times a year and respond to lagging indicators.	Not Implemented.		
Continue to evaluate our behavior matrix and school-wide discipline procedures and implement to fidelity.	Implemented as planned.		
Remind parents about the importance of school attendance.	Implemented as planned.		
Phone and notify parents regarding attendance.	Implemented as planned.		
Provide families with weekly communication from both the principal and the classroom teachers.	Implemented as planned.		
Update the hallway kiosk with the latest information.	Not implemented.		
Implement our behavior matrix.	Implemented as planned.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Invite parents in as an audience for PBLs and volunteer opportunities.	Not implemented.		
Embrace our PTO and support its activities.	Implemented as planned.		

## Analysis

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

### Successes

A majority of the planned actions for this goal were implemented as planned although adjusted due to COVID mitigation policies and procedures. As students returned to the classroom, the updating and implementation of the behavior matrix was timely. Parents were communicated with continually regarding student attendance and engagement in planned activities whether they were conducted virtually at home or in person at school. The communication took the form of emails, automated calling, texts, and weekly updates. If a student was not present online or in person, the school staff or principal followed up with a personal phone call and supports if needed. The Donner Trail PTO supported the activities of the school regardless of in person or virtual attendance of students. The PTO was able to hold one school fundraiser, the Nelson Nordic Challenge in the spring of 2021.

### Challenges

COVID mitigations and protocols limited the opportunity for community members and adults to participate through in person activities of the school. The electronic kiosk was off as no visitors were able to be on campus, and regular PTO meetings were not held. Due to distancing and mitigations, coffee talks with parents were not held in favor of virtual meetings.

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

### Successes

With no Donner Trail students being suspended or having chronic absenteeism, it is apparent that the planned strategies were supportive of the school's goal through the 2020-2021 school year. Parents noted through the safe schools survey that they appreciated the constant communication from school staff and administration and the supports provided assisted their students with consistent attendance and positive school behavior.

### Challenges

While allowing in person and virtual asynchronous instruction throughout the 2020-2021 school year, students and teachers alike reported challenges with engaging students at home with the in person activities. Even as students returned to the classroom in person, a number of students continued to stay at home as Donner Trail teachers provided instruction for them at the same time as their in person students. Reasons varied for students who stayed virtual (illness, family members' compromised immune systems, travel, among other reasons).

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

No material differences.

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

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

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## Goal 4

Create proficiency scales as well as student-friendly scales for the bundled priority standards.

Create student-friendly language and lessons around science engineering practice beginning in Kindergarten.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Proficiency scales grades K-5	Create proficiency scales as well as student-friendly scales for the bundled priority standards	Student friendly proficiency scales created for grades K-5.
Science Engineering Practices	Create student-friendly language and lessons around science engineering practice beginning in Kindergarten.	Student friendly lessons created based on science engineering practices for grades K-5.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Creation of the proficiency scales as well as the student friendly scales.	Implemented as planned.		
Allot collaborative time to complete the scales Kindergarten-Fifth grade.	Implemented as planned.		
Create student friendly Science Engineering Practices.	Implemented as planned.		
Implement science-based language in each classroom.	Implemented as planned.		
Multi-age projects that incorporates California Education Environmental Initiative (EEI), Stemsopes, and FOSS.	Implemented as planned.		
Periodically meet to monitor our students'	Implemented as planned.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
progress and reflect on our practices.			

### Analysis

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

**Successes**  
 The nature of COVID provided ample time and opportunity to complete activities in support of this goal. During the shortened school day school staff and administration completed proficiency scales in both math and ELA and adapted each scale for student use. Science planning combined lessons and activities from collected resources aligned to the proficiency scales created for science. The instructional staff committed to meeting regularly to review and monitor student proficiency, reflect on teaching practices, and adjust instruction as needed throughout the academic year. All planned activities were implemented for this goal.

**Challenges**  
 COVID provided scheduling challenges for teacher work time and opportunities to meet together to complete planning activities. Quarantine and mitigations kept staff from meeting in person. However, the use of virtual tools such as Google Meet and collaborative planning tools assisted in meeting these physical challenges.

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

**Successes**  
 The planned activities provided for 100% completion of all proficiency scales aligned to district priority standards as well as the creation of student friendly versions. These scales were completed in ELA, mathematics, and science content areas. Engineering lessons were created schoolwide and implemented in all grade levels.

**Challenges**  
 As described above, COVID mitigation, meeting protocols, and scheduling conflicts caused the completion of the scales and lessons to take longer than expected. However, all activities were completed by the end of the academic year, implemented as planned, and goal met.

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

No material differences.

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

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

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

## Allocations by Funding Source

Funding Source	Amount	Balance
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# School Site Council Membership

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

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Megan Seifert	Parent or Community Member
Meara Mooney	Parent or Community Member
Cynthia Todd	Parent or Community Member
Erica Allstadt	Classroom Teacher
Amanda Richardson	Other School Staff
Edward Hilton	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 the 5th of April, 2022.

Attested:



Principal, Edward Hilton on April 5, 2022



SSC Chairperson, Megan Seifert on April 5, 2022



**2022/2023 Donner Trail Elementary**

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

Site Funds					Measure AA (Resource 9103)								District Funds							
Intervention - ALS	Intervention - Additional	Site Op	Lottery	Title 1	Extra Curricular	VAPA Equip + Supplies	Instructional Materials	PE Equipment	Tech Maint + Supplies	Emotional Learning Support	Library Materials	Science Materials + Supplies	GF	Intervention/ ALS	District EL	Title 1				
		\$55/pp	\$20/pp																	
RE 0140	RE 0000/ GL 1456	RE 0395	RE 1100	RE 3010	GL 1211	GL 1530	GL 1110	GL 1572	GL 1292	L1 = 21	FN 2420	GL 1595	RE 0000	RE 0140/LO2 9XX	RE 0791	RE 3010				
<b>\$0</b>	<b>\$5,000</b>	<b>\$5,270</b>	<b>\$1,240</b>	<b>\$0</b>	<b>\$1,550</b>	<b>\$500</b>	<b>\$4,960</b>	<b>\$500</b>	<b>\$2,400</b>	<b>\$1,550</b>	<b>\$1,054</b>	<b>\$1,010</b>		<b>\$35,564</b>						
<b>2022/2023 Allocation</b>																				
	<b>FTE</b>	<b>Total Cost</b>																		
<b>Staffing:</b>																				
Williamson, Holly (Intervention)	0.30	\$35,564																		
<b>Total Funds Used</b>			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$35,564	\$0	\$0	\$0	\$0	
<b>Remaining Funds</b>			\$0	\$5,000	\$5,270	\$1,240	\$0	\$1,550	\$500	\$4,960	\$500	\$2,400	\$1,550	\$1,054	\$1,010	\$0	\$0	\$0	\$0	\$0

	FTE	Total Cost
<b>Staffing:</b>		
Williamson, Holly (Intervention)	0.30	\$35,564