



## 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>	October 11, 2022
<b>Schoolsite Council (SSC) Approval Date</b>	October 18, 2022
<b>Local Board Approval Date</b>	November 16, 2022

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

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# 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.

# Educational Partner Involvement

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

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

The Donner Trail Elementary School Site Council (SSC) has met to review the Donner Trail Elementary SPSA and the following dates and descriptions outline our collaborative consultation with our SPSA:

September 14, 2022: Donner Trail Staff reviewed the 2022-2023 SPSA goals and outcomes to answer clarifying questions and provide context and mid-plan updates for this year's SPSA. The staff reviewed assessment results from 2022 and gave input on analysis of the 2022-2023 SPSA goals thus far.

October 10, 2022: Principal met with all of the TTUSD elementary principals and discussed 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.

October 11, 2022: Principal presented an updated draft of goals for the 2022-2023 SPSA to the Donner Trail SSC. This was reviewed before the next meeting.

October 12, 2022: Principal presented draft of the 2022-2023 SPSA 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.

October 18, 2022: Principal presented final draft of the updated 2022-2023 SPSA. 2022-2023 SPSA was approved unanimously.

November 16, 2022: Donner Trail Elementary SPSA approved by the TTUSD Board of Trustees.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0%	%	%	0		
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	4.92%	5.2%	4.84%	3	3	3
Pacific Islander	0%	%	%	0		
White	90.16%	89.7%	87.10%	55	52	54
Multiple/No Response	3.28%	3.5%	4.84%	3	3	5
	<b>Total Enrollment</b>			61	58	62

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	10	7	7
Grade 1	11	11	8
Grade 2	11	10	10
Grade3	14	10	14
Grade 4	6	14	8
Grade 5	9	6	15
<b>Total Enrollment</b>	61	58	62

### Conclusions based on this data:

1. Enrollment increased as compared to the 2020-2021 school year.
2. Student subgroups have maintained a similar ratios/percentage as a component of entire enrollment during the last three years.
3. Kindergarten enrollment has leveled off as compared to the 2020-2021 school year.

# 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

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

### Basis for this Goal

The basis for these goals is 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:
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

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

### Basis for this Goal

The basis for these goals is 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:

### 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; HRS Level 1)

### 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	Suspension Rate 2021 ALL: 0% White: * Hispanic: * SED: * EverEL: * SWD: *  * data suppressed to protect student privacy with small cohorts	Suspension Rate 2023 ALL: 0% White: Hispanic: SED: EverEL: SWD:
Chronic Absenteeism	Chronic Absenteeism 2021 ALL: 0 White: * Hispanic: * SED: * EverEL: * SWD: *  * data suppressed to protect student privacy with small cohorts	Chronic Absenteeism 2022 ALL: 10% White: Hispanic: SED: EverEL: SWD:

## 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 2023-2024, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

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

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

### Basis for this Goal

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	DESSA Baseline Data (Fall 2022) Percent of all students in following areas: Strength: 45% Typical: 51% Need: 4% (2 students)	By the end of the 2022-2023 school year, decrease number of students who "needs instruction" area as assessed by the DESSA EOY to 2% (1 student or less)

### 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: 2021-22

### Goal 1

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC ELA	CAASPP - SBAC ELA 2023 ALL: 88% Hispanic: White: EL: 88% RFEP: SED: 88% SWD: Homeless:	CAASPP - SBAC ELA 2022 ALL: 86% Hispanic: * White: 91% EL: * RFEP: * SED: * SWD: * Homeless: *  * data suppressed to protect student privacy with small cohorts
English Learners	88% of RFEP students proficient - SBAC ELA (if available)	* data suppressed to protect student privacy with small cohorts

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Implemented as planned		
Provide professional development for all teachers in the science of	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
reading using the LETRS training.			
Use district intervention programs (SIPPS, Soliday, F&P) with students who are identified as having needs with phonics and phonemic awareness.	Implemented as planned		

## Analysis

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

**Successes:**  
 During the 2021-2022 school year Donner Trail is pleased to report that actions such as utilizing universal screeners, providing and attending district-provided professional development in the science of reading (LETRS training), and the use of district intervention programs with students identified with needs in phonics and phonemic awareness were implemented as planned. Students showed continued growth toward the 2022-2023 goal 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 2021-2022 school year with COVID mitigations, school closures, and lack of structured and reliable school attendance were a challenge for students and staff alike. One student equals roughly a 1-2% change at DTE depending on testing numbers and enrolment.

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

Donner Trail is well on the way to meeting our 88% goal for ELA. The strategies/activities planned resulted in 86% of students met or exceeded standards as measured by the CAASPP, only 2% from our 2022-2023 goal expected at the end of the school year.

**Successes**  
 As we are only 2% away from meeting our ELA goal, it is evident that the strategies implemented supported student performance on the CAASPP despite the challenges noted. 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. Teachers completed three full Plan-Do-Study-Act (PDSA) cycles to support the ELA goals. Additionally, encouraging reading across the curriculum and at home has supported student engagement. To this end, our monthly partnership with the Nevada County Public Library for a "bookmobile" program at Donner Trail provided increased library access to those in need outside of school and enhanced selections from the class library. This also fostered a love of reading and literacy enrichment and the home to school connection.

**Challenges**  
 While CAASPP is one measure of student performance, with the number of in-school interruptions during the 2021-2022 school year, we look forward to this academic year with increased certainty around health, attendance, and stability between school and home. Additionally, consistent home to school connection and engaging certain families was a challenge.

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

No material differences are noted.

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.

No material changes are noted for the 2022-2023 academic year.



# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 2

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.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC Math	CAASPP - SBAC Math 2023  ALL: 88% Hispanic: White: 88% EL: RFEP: SED: 88% SWD: Homeless:	CAASPP - SBAC Math 2022  ALL: 89% Hispanic: * White: 88% EL: * RFEP: * SED: * SWD: * Homeless: *  * data suppressed to protect student privacy with small cohorts

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Implemented as planned		
Expand use of differentiated skill building applications to scaffold math instruction.	Implemented as planned		
Use agreed upon predominant math strategies: math message and focus lessons, math boxes, and math warm up, open response reengagement lessons, and math games.	Implemented as planned		

# Analysis

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

## Successes

During the 2021-2022 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 math messages and focus lessons, math boxes, warm ups, open responses, reengagement lessons, and math games. We used STAR math screening assessments as outlined in the district assessment calendar and continued progress monitoring through out the year. Local assessments were used to monitor growth over the course of the school year. During the course of the year, scheduled time for mathematics was increased in the master schedule as compared to the year before. When appropriate during COVID mitigated schedules, our students were provided with math enrichment lessons and targeted small group instruction was implemented for students needing reteaching or scaffolded support.

## Challenges

COVID mitigations, changing schedules, and attendance were a challenge for our students and staff. These issues made it difficult to provide community access to the school for "application of knowledge" actions that we had planned to include as authentic experiences for our students in mathematics during the 2021-2022 school year.

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

## Successes

As noted above, we are celebrating the fact that over 89% of students scored proficient or above in CAASPP. We have already exceeded our 2022-2023 goal by 1% even with the interruptions and mitigations noted above. We believe we saw this high level of proficiency due to increasing time allotted to mathematics during the school day and the ability of our DT staff to differentiate instruction efficiently. Teachers completed three full Plan-Do-Study-Act (PDSA) cycles to support the mathematics goals.

## Challenges

While we have exceeded our Math Goal for 2022-2023 already, we look forward to additional growth and offering more support and enrichment opportunities in the 2022-2023 school year. The difficulty in securing volunteers last year made math and ELA group practice more challenging, however, we are excited about new opportunities for volunteers this year.

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

No material differences are noted.

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.

No material changes are noted for the 2022-2023 academic year.

# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 3

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.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	Suspension Rate 2023 ALL: 0% White: 0% Hispanic: 0% SED: 0% EverEL: 0% SWD: 0%	2021-2022 ALL: 0% White: 0% Hispanic: 0% SED: 0% EL: 0% SWD: 0%
Chronic Absenteeism	Chronic Absenteeism 2022 ALL: 10% White: 0% Hispanic: 0% SED: 0% EverEL: 0% SWD: 0%	2021-2022 ALL: 8% White: 8% Hispanic: 0% SED: 33% EL: 0% SWD: 0%

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement the safe, caring, adult survey at the beginning of the year and end of the year.	Implemented as planned.		
Reinstate and expand positive attendance celebrations monthly and at the end of the year.	Not implemented.		
Continue to use the DESSA social-emotional screener to identify at-risk students and provide support as needed.	Implemented as planned.		

## Analysis

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

The DESSA screeners and the safe, caring adult survey were implemented as planned. Due to Covid we did not reinstate the positive attendance celebrations.

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

The safe, caring adult survey and the DESSA screeners continue to be highly effective strategies in supporting student social-emotional learning and desire to attend school everyday.

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

No material differences noted.

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.

Most likely, we will not implement the positive attendance celebrations for the 2022-2023 school year due to continuing impacts from Covid and the 5 - 10 day quarantine. In lieu of positive attendance celebrations, more emphasis will be placed on supporting students attending school through positive behavior celebrations, student voice and choice through technology club, yearbook, and other activities. More connections with parents and caregivers to provide support for families of students who struggle with attendance.

# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 4

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.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DESSA	By the end of the 2022-2023 school year, decrease number of students who "needs instruction" area as assessed by the DESSA EOY to 2% (1 student or less).	

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Use DESSA screener at least twice during the 2022-2023 school year.	Implemented as planned		
Continue and refine professional development on how to use DESSA to drive social-emotional instruction and learning, including Aperature resources and Second Step.	Partially implemented		
Continue and refine professional development on trauma-informed practices for implementation.	Partially implemented		

## Analysis

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

This year, all action steps and services will be implemented as planned. There is at least one staff meeting/staff collaboration each month set aside for SEL strategies and supports where teachers focus on Trauma Informed strategies and Nurtured Heart strategies. DESSA data is reviewed three times per year, and used to create counseling plans.

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

Effectiveness will be measured at the end of the 2022-2023 school year as reflected on the DESSA EOY assessment.

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

No material differences noted.

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.

No changes were made to this goal.

# 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 18th of October, 2022.

Attested:



Principal, Edward Hilton on October 18, 2022



SSC Chairperson, Meara Mooney on October 18, 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>2022/2023 Allocation</b>		<b>\$0</b>	<b>\$5,000</b>	<b>\$5,270</b>	<b>\$1,240</b>	<b>\$0</b>	<b>\$1,375</b>	<b>\$500</b>	<b>\$4,400</b>	<b>\$500</b>	<b>\$2,400</b>	<b>\$1,375</b>	<b>\$935</b>	<b>\$975</b>		<b>\$38,264</b>				
<b>FTE</b>	<b>Total Cost</b>																			
0.30	\$38,264														\$38,264					
<b>Total Funds Used</b>		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$38,264	\$0	\$0	\$0	\$0	\$0
<b>Remaining Funds</b>		\$0	\$5,000	\$5,270	\$1,240	\$0	\$1,375	\$500	\$4,400	\$500	\$2,400	\$1,375	\$935	\$975	\$0	\$0	\$0	\$0	\$0	\$0