

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Donner Trail Elementary School
Address	52755 Donner Pass Road Kingvale, CA 96161
County-District-School (CDS) Code	31 66944 6031298
Principal	Amy King
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	October 19, 2023
Schoolsite Council (SSC) Approval Date	October 30, 2023
Local Board Approval Date	November 15, 2023

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 four-room schoolhouse that 58 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 "Woods" 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 22, 2023: The principal met with all of the TTUSD elementary principals and discussed 2022-2023 goals and actions. Support and feedback were received from the Executive Director of Educational Services, Educational Services support staff, and elementary principal colleagues.

October 4, 2023: Donner Trail Staff reviewed the 2023-2024 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 2023 and gave input on the analysis of the 2023-2024 SPSA goals thus far.

October 9, 2023: The principal met for a second time with all of the TTUSD elementary principals and discussed 2023-2024 goals and actions. Support and feedback were received from the Executive Director of Educational Services, Educational Services support staff, and elementary principal colleagues.

October 19, 2023: The principal introduced an updated draft of goals for the 2023-2024 SPSA and a review of 2022-2023 SPSA Goals to the Donner Trail SSC.

SSC Feedback:

Parents noted that there was a significant drop in scores last year, and asked if the goals for the current year are realistic. Staff explained that there were unusual circumstances last year that impacted goals.

Parents asked questions about the percentages, given that Donner Trail is a small school, and how our percentages compared district-wide.

October 24, 2023: The principal presented a 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, an enrichment teacher representative, secretary, and principal. Staff shared updates on strategies and action plans from 2022-2023, and suggested modifications to the strategies and action plans for 2023-2024.

October 30, 2023: The principal presented the final draft of the updated 2023-2024 SPSA to Donner Trail SSC, reviewing feedback from partners and staff. No feedback was given and the 2023-2024 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	1.82%		0	1
African American	%	%	0%		0	0
Asian	%	%	0%		0	0
Filipino	%	%	0%		0	0
Hispanic/Latino	5.2%	4.84%	5.45%	3	3	3
Pacific Islander	%	%	0%		0	0
White	89.7%	87.10%	87.27%	52	54	48
Multiple/No Response	3.5%	4.84%	3.64%	2	3	2
	Total Enrollment			58	62	55

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	7	7	3
Grade 1	11	8	10
Grade 2	10	10	8
Grade 3	10	14	10
Grade 4	14	8	16
Grade 5	6	15	8
Total Enrollment	58	62	55

Conclusions based on this data:

1. Overall, there is declining enrollment, with our largest classes in the higher grade levels.
2. Our subgroups continue to be very small, with several groups having zero students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

By the end of the 2023-2024 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 2023-2024 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: SWD):

By the end of the 2023-2024 school year, 70% of Donner Trail Elementary School students will meet/exceed standards in the SWD 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 2022-2023 ELA CAASPP results and the Renaissance Learning Forecast Tool (STAR) predictions for the 2023-2024 school year.

*Star Assessments are statistically linked to the SBAC assessments for ELA and Math and are highly accurate predictors of students' performance. The prediction tool uses a trend line from multiple STAR assessments taken from the school year to predict the growth rate for a students and if they are projected to meet or exceed standard on this year's SBAC assessment.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	<p>CAASPP - SBAC ELA 2023</p> <p>ALL: 70% Hispanic: 67% White: 74% EL: NA (No EL's in 2023 took SBAC) RFEP: 100% (1/1 RFEP student) SED: NA (No SED in 2023 took SBAC) SWD: 50% Homeless: NA (No homeless in 2023 took SBAC)</p> <p>* data suppressed to protect student privacy with small cohorts</p>	<p>CAASPP - SBAC ELA 2024</p> <p>ALL: 88% Hispanic: 88% White: 88% EL: NA RFEP: 100% SED: SWD: Homeless: NA</p>

Metric/Indicator	Baseline	Expected Outcome
English Learners	1 of 1 or 100% of RFEP students proficient - SBAC ELA (if available)	1 of 1 or 100% of RFEP students proficient - SBAC ELA (if available)
STAR	2023-2024 is the baseline for this data	

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 DIBELS screening three times per year with progress monitoring at the site level to inform instructional practices.

Students to be Served by this Strategy/Activity

All students.

Timeline

By the end of 2023-2024 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 in person 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 2024 school year staff will have completed Volume 2 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) 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 2023-2024 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.

This goal reflects an 18% increase over last year's unusual drop in percentage of students who met or exceeded Mathematics standards as measured by the CA Assessment of Student Performance and Progress, SBAC: Math. The significant increase is because the 2022-2023 percentages are an outlier and the new goal reflects more historic trends.

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 2023 Math CAASPP results and the Renaissance Learning Forecast tool predictions for the 2023-2024 school year.

*Star Assessments are statistically linked to the SBAC assessments for ELA and Math and are highly accurate predictors of students' performance. The prediction tool uses a trend line from multiple STAR assessments taken from the school year to predict the growth rate for a students and if they are projected to meet or exceed standard on this year's SBAC assessment.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	<p>CAASPP - SBAC Math 2023</p> <p>ALL: 70% Hispanic: 33% White: 74% EL: NA (no EL students took SBAC in 2023) RFEP: 100% (1 of 1 RFEP students) SED: NA (no SED students took SBAC in 2023) SWD: 50% Homeless: 0% (No homeless in 2023 took SBAC)</p> <p>* data suppressed to protect student privacy with small cohorts</p>	<p>CAASPP - SBAC Math 2023</p> <p>ALL: 88% Hispanic: White: 88% EL: RFEP: SED: 88% SWD: Homeless:</p>
STAR Math	<p>2023-2024 is the baseline for this metric</p>	

Planned Strategies/Activities

Strategy/Activity 1

Continue to use universal screening using the STAR 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 2023-2024 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

Utilize district math pilot curriculum to 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 2023-2024 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

Commit to our academic discourse predominant strategies to support students explaining their understanding of math.

Students to be Served by this Strategy/Activity

All students.

Timeline

By the end of the 2023-2024 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 2023-2024 school year, Donner Trail Elementary School will maintain 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 a low suspension rate.

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.

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 2023</p> <p>ALL: 0% White: * Hispanic: * SED: * EverEL: * SWD: *</p> <p>* data suppressed to protect student privacy with small cohorts</p>	<p>Suspension Rate 2024</p> <p>ALL: 0% White: Hispanic: SED: EverEL: SWD:</p>
Chronic Absenteeism	<p>Chronic Absenteeism 2023</p> <p>ALL: 4.84% White: 3.64% Hispanic: 33.33% SED: 40.00% EverEL: * SWD: *</p> <p>* data suppressed to protect student privacy with small cohorts</p>	<p>Chronic Absenteeism 2024</p> <p>ALL: 3% White: 3% Hispanic: 0% SED: 10% EverEL: SWD:</p>

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2023-2024 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

Increase effective education and communication for students who are showing absenteeism trends

Students to be Served by this Strategy/Activity

All students.

Timeline

By the end of the 2023-2024 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

Implement and complete a Parent Survey twice during the school year in November and March so that feedback can be implemented in a timely manner.

Students to be Served by this Strategy/Activity

All students.

Timeline

2023-2024 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 2023-2024 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 2023-2024 school year.

Students to be Served by this Strategy/Activity

All students.

Timeline

By the end of the 2023-2024 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 2023-2024 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**

Additional counseling support with small group targeted instruction and one-on-one support for students identified as Needs Instruction.

Students to be Served by this Strategy/Activity

Students identified by DESSA as Needs Instruction

Timeline**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: 2022-23

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 2023 ALL: 70% Hispanic: 67% White: 74% EL: NA (No EL's in 2023 took SBAC) RFEP: 100% (1/1 RFEP student) SED: 0% (1/1 SED student) SWD: 50% Homeless: NA (No homeless in 2023 took SBAC)
English Learners	88% of RFEP students proficient - SBAC ELA (if available)	1 of 1 or 100% of RFEP students proficient - SBAC ELA (if available)

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Implemented as planned.		
Continue to provide professional development for all teachers in the science of reading using the LETRS training.	Implemented as planned.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue using 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.

1. The STAR screening assessment was implemented according to the district outlined Assessment Calendar. STAR was implemented at each grade level according to the published district assessment calendar, and progress was monitored by grade level teachers and the Intervention teacher.
2. 100% of staff completed the online LETRS training by the end of the school year.
3. District Intervention programs (SIPPS, Soliday, F&P) were used in DTE Intervention and SPED classes.

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

1. Moderately effective - The STAR test was conducted as planned, however some disruptions in the consistency of instruction impacted results. The school had 16 snow days, a teacher left mid-year, and the classroom was moved to a temporary classroom in the gym because of building damage.
2. Moderately effective - While all teachers continued their professional development in LETRS training, the training happened throughout the year and various levels were reached. The result was that LETRS was not implemented consistently or to the same level in every class.
3. Effective - Teachers identified student needs for intervention, and the Intervention teacher was able to effect growth with phonics and phonemic awareness in 100% of Intervention students.

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

NA

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.

Teachers will add DIBELS whole school screening three times per year and conduct progress monitoring for students in "below" and "well below" to help inform instructional practices such as LETRS instruction in general education ELA classes, Special Education classes, and Reading Intervention classes. These instructional practices align with the ELA SBAC, allowing for growth on the assessment. In addition, the STAR assessment monitoring will be used as a Metric to show growth in this goal. This is outlined in Planned Improvements in Goal #1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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	<p>CAASPP - SBAC Math 2023</p> <p>ALL: 88%</p> <p>Hispanic: 88%</p> <p>White: 88%</p> <p>EL:</p> <p>RFEP:</p> <p>SED: 88%</p> <p>SWD:</p> <p>Homeless:</p>	<p>CAASPP - SBAC Math 2023</p> <p>ALL: 70%</p> <p>Hispanic: 33%</p> <p>White: 74%</p> <p>EL: NA (no EL students took SBAC in 2023)</p> <p>RFEP: 100% (1 of 1 RFEP students)</p> <p>SED: NA (no SED students took SBAC in 2023)</p> <p>SWD: 50%</p> <p>Homeless: 0% (No homeless in 2023 took SBAC)</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Implemented as planned.		
Expand use of differentiated skill building applications to scaffold math instruction.	Implemented as planned.		
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.	Implemented as planned.		

Analysis

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

All strategies and actions were implemented as planned.

1. STAR assessments were implemented within the published district assessment calendar, and progress monitored by classroom and intervention teachers.
2. Math teachers utilized Everyday Math Games to supplement and differentiate math instruction. In addition, math teachers provided performance tasks with differentiated entry points for students.
3. Staff identified math strategies and prioritized for use in the classroom. Math warm ups focused on eliciting fluency responses. Open responses were used on assessments so students could apply multiple strategies with appropriate models and algorithms.

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

1. Moderately effective - The STAR test was conducted as planned, however some disruptions in the consistency of instruction impacted results. The school had 16 snow days, a teacher left mid-year, and the classroom was moved to a temporary classroom in the gym because of building damage.
2. Moderately Effective - Math teachers utilized Everyday Math Games to supplement and differentiate math instruction. In addition, math teachers provided performance tasks with differentiated entry points for students. Efforts were not as coordinated as initially thought, and teachers were lacking assessments to monitor progress effectively.
3. Effective - Staff identified math strategies and prioritized for use in the classroom. Math warm ups focused on eliciting fluency responses. Open responses were used on assessments so students could apply multiple strategies with appropriate models and algorithms.

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

NA

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.

New pilot curriculum will be used to implement strategies 2 and 3 with coordinated, standards based assessments from the Pilot Curriculum. Teachers will conduct a PDSA (Plan Do Study Act) around differentiated skill building and teaching predominant math strategies, allowing teachers to use goals, data, and evaluation of goals to inform next steps in instruction. In addition, the STAR assessment monitoring will be used as a Metric to show growth in this goal. This is outlined in Planned Improvements Goal #2.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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: Hispanic: SED: EverEL: SWD:	Suspension Rate 2023 ALL: 0%
Chronic Absenteeism	Chronic Absenteeism 2022 ALL: 10% White: Hispanic: SED: EverEL: SWD:	Chronic Absenteeism 2023 ALL: 4.84% White: 3.64% Hispanic: 33.33% SED: 40.00% EverEL: 0% SWD: 0%
Parent Survey		

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Reinstate and expand positive attendance celebrations monthly and at the end of the year.	Partially 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.

1. The positive attendance celebrations were only held during the first half of the year, as construction impacted classroom placement; a teacher change mid-year caused the strategy to be abandoned to curriculum priorities.
2. The DESSA social-emotional screener was used to identify at-risk students and provide appropriate support through the classroom teacher, counseling lessons, and counseling support as necessary.

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

1. Not effective. The program was not consistent throughout the year. In addition, new research was evaluated that suggests that these celebrations and rewards are counterproductive and not effective.
2. Moderately effective - The DESSA social-emotional screener was used, and support was provided as needed. Teachers need more training in monitoring DESSA results and trauma informed practices.

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

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

Positive attendance celebrations will not be used going forward, as analysis and research show that this is not an effective measure of attendance. The district program Attend 2 Attendance (A2A) will be used to educate families about the importance of daily attendance, especially those students who approach or show chronic absenteeism. Teachers will receive training in monitoring DESSA results and trauma informed practices through school wide Professional Development.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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)	Number of students in "needs instruction" was 4% in the Post assessment in DESSA at the end of the year.

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.	Implemented		
Continue and refine professional development on trauma-informed practices for implementation.	Not implemented.		

Analysis

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

1. DESSA Screener was used in September, March, and May of the 2022-2023 school year.
2. DESSA was used to drive social-emotional instruction and learning and used to drive the counselor program and class lessons using Second Step.
3. There was no professional development on trauma-informed practices for implementation.

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

1. Effective - Teachers used the DESSA screener three times during the school year.

2. Moderately effective - DESSA was used to drive social-emotional instruction and for the counselor program using Second Step, however more staff development is needed to ensure quality instruction and to align the counseling program.

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

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

Staff Development will be provided through District Resources such as CPI (Crisis Prevention Intervention) in trauma informed practices, social emotional learning, and the counseling program. This is indicated in the Planned Improvement Section, Goal #4.

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
Meara Mooney	Parent or Community Member
Maria Carlson	Parent or Community Member
Chase Allstadt	Parent or Community Member
Erica Allstadt	Classroom Teacher
Amanda Richardson	Other School Staff
Amy King	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

Gifted and Talented Education Program Advisory Committee

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

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

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

Attested:



Principal, Amy King on 10/30/2023

SSC Chairperson, Meara Mooney on 10/30/2023

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. 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

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program