



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Donner Trail Elementary School	31 66944 6031298		October 16, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Donner Trail Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- Plan Description ..... 3
- Educational Partner Involvement ..... 3
- Comprehensive Needs Assessment Components ..... 3
  - California School Dashboard (Dashboard) Indicators ..... 4
  - Other Needs ..... 4
- Goals, Strategies, & Proposed Expenditures ..... 5
  - Goal 1 ..... 5
  - Goal 2 ..... 7
  - Goal 3 ..... 9
  - Goal 4 ..... 11
  - Goal 5 ..... 13
- School Site Council Membership ..... 15
- Recommendations and Assurances ..... 16

# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Donner Trail Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

## Educational Partner Involvement

How, when, and with whom did Donner Trail Elementary 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:

August 12, 2024: The principal met 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.

September 4, 2024: 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 2024-2025 SPSA goals thus far.

September 17, 2024: Amy King explained the path of SPSA goals - District Strategic Plan, LCAP, Individual SPSA goals. Goal #1 ELA - Reviewed history of goal and district connection for elementary schools, CAASPP scores and student demographics, strategies for implementation of this goal.

Goal #2 Math - Reviewed history of goal and district connection for elementary schools, CAASPP scores and student demographics, strategies for implementation of this goal.

Goal #3 - Reviewed history of goal and district connection for elementary schools, student demographics, last year's suspension and attendance data, strategies for implementation of this goal.

Goals #4 and #5 - We discussed the idea of replacing Goal 4 (SEL) with Goal 5 (Outdoor Program). Atkin liked having both goals to track. Allstadt brought up the idea that Goal 4 is already done and will be implemented regardless this year, so we could replace. It was decided that the Council was open to either suggestion, dependent on staff input and district guidance.

Overall, parents wanted ELA and Math goals to fit Donner Trail culture "better" and asked why only a percentage of students were given the goal of improving.

September 18, 2024: The principal presented a draft of the 2024-2025 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 2023-2024, and suggested modifications to the strategies and action plans for 2024-2025. Staff agreed with parents that they would like to see all students grow in ELA and Math standards, and want to see that reflected in the ELA and Math goals.

September 26, 2024: The principal presented the final draft of the updated 2024-2025 SPSA to Donner Trail SSC, reviewing feedback from partners and staff. The council liked the modification to include all students in ELA and Math goals, and also agreed with having both Goal #4 and Goal #5. Carlson reflected that having these goals felt specific to Donner Trail culture. Atkin suggested adding in Outdoor (Tracker) Days to one of the strategies in order to collect data. The change was made in DTS. The vote was unanimous approval for the 24-25 SPSA.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### **California School Dashboard (Dashboard) Indicators**

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

While the population of SED and SWD is low at Donner Trail, it is statistically significant. Students in these categories consistently do not meet/exceed standards in the ELA and Math components of the CAASPP, and show as chronically absent.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

### **Other Needs**

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

It is currently not a requirement to apply through the district for SED support. Therefore, we do not have correct data on who qualifies for SED.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**ELA**  
 In the 2024-2025 school year, 100% of Donner Trail Elementary students will demonstrate improvement in meeting or exceeding standards in ELA , as measured by growth in scaled scores on the CAASPP: SBAC ELA.

Site Goal 1B (Target Student Group: SWD):  
 By the end of the 2023-2024 school year, 100% of Donner Trail Elementary School students will meet/exceed standards in the SWD student group as measured by CAASPP: SBAC ELA

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

83% of SWD met/exceeded standards on the CAASPP SBAC ELA.  
 50% of SED met/exceeded standards on the CAASPP SBAC ELA.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - SBAC ELA	CAASPP - SBAC ELA 2024  ALL: 83% Hispanic: 0% White: 90% EL: NA (No EL's in 2024 took SBAC) RFEP: NA (No RFEPs in 2024 took SBAC) SED: 50% SWD: 83% Homeless: NA (No homeless in 2024 took SBAC)  * data suppressed to protect student privacy with small cohorts	CAASPP - SBAC Scaled Scores ELA 2025  ALL: 100% Hispanic: White: 100% EL: NA RFEP: 0% SED: 100% SWD: 100% Homeless: NA

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Continue to use universal screening using CAPTI 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.	All students.	
1.2	Continue to provide in person professional development for all teachers in the science of reading using the LETRS training.	All students.	
1.3	Continue using district intervention programs (SIPPS, Sonday) with students who are identified as having needs with phonics and phonemic awareness.	SED, SWD, Hispanic, and White.	
1.4	Complete 12 Academic Discourse Walkthroughs per month, as developed and implemented by district leadership and the EL Development Program Specialist.	All students	

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The student population at Donner Trail is very low, with only 36 students taking the 2024 CAASPP Assessment. The 23-24 goal was to have 88% of students meet or exceed standards on the ELA CAASPP, and 83% of students met or exceeded standards on the 2024 ELA CAASPP. While that is a 5% discrepancy, it also reflects the scores of 2 students. Additionally, 58% exceeded standards on the ELA portion of the 2024 CAASPP, which is a significant increase from the prior year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was implemented as planned.

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.

The goal has been changed to reflect growth for all students at Donner Trail, since the student population is small. With the high percentage of students meeting or exceeding standards in ELA, and growth seen for students who did not meet standards, we will continue to provide the high quality instruction that the Strategies above explain.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Math

In the 2024-2025 school year, ALL Donner Trail Elementary students will demonstrate growth in meeting or exceeding standards in Math, as measured by growth in scores on the CAASPP: SBAC Math.

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

By the end of the 2023-2024 school year, 100% of Donner Trail Elementary School students will meet/exceed standards in the SWD student group as measured by CAASPP: SBAC Math

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

83% SWD met/exceeded standards on the CAASPP SBAC Math.  
50% of SED met/exceeded standards on the CAASPP SBAC Math.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - SBAC Math	CAASPP - SBAC Math 2024 ALL: 89% Hispanic: 0% White: 94% EL: NA (no EL students took SBAC in 2024) RFEP:NA (no REFP students took SBAC in 2024) SED: 50% SWD: 83% Homeless: NA (No homeless students in 2024 took SBAC)	CAASPP - SBAC Math 2023 ALL: 100% Hispanic: White: 100% EL: NA RFEP: NA SED: % SWD: 100% Homeless:
District Eureka Assessments	2023-2024 is the baseline for this metric	

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Use Eureka(2) Curriculum Assessments to screen and analyze as outlined by the published district assessment calendar and progress monitoring at the site level.	All students.	
2.2	Utilize district math curriculum to expand use of differentiated skill building applications to scaffold math instruction.	All students.	
2.3	Commit to our academic discourse predominant strategies to support students explaining their understanding of math.	All students.	

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The 2023-2024 Goal was met, with the discrepancy of 1% explained by a change in overall population of students in a school with low numbers of students. Additionally, 64% exceeded standards on the Math portion of the 2024 CAASPP, which is a significant increase from the prior year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was implemented as planned.

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.

The goal has been changed to reflect growth for all students at Donner Trail, since the student population is small. With the high percentage of students meeting or exceeding standards in ELA, and growth seen for students who did not meet standards, we will continue to provide the high quality instruction that the Strategies above explain.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Safe, Supportive and Collaborative School Culture

For the 2024-2025 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 3% and decreasing the suspension rate.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #2 - Address the needs of our learners through continued enhancements to safety and wellness programs, counseling, resources for academic achievement, effective learning environments, facilities, and infrastructure for students, educators, and staff.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase attendance for SED students, identifying communication and education needs for parents and supports available.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension Rate 2024  ALL: 3% White: * (2%) Hispanic: * SED: * EverEL: * SWD: * (17%)  * data suppressed to protect student privacy with small cohorts	Suspension Rate 2025  ALL: 0% White: 0% Hispanic: 0% SED: 0% EverEL: 0% SWD: 0%
Chronic Absenteeism	Chronic Absenteeism 2024  ALL: 2% White: 0% Hispanic: 2% SED: 0% EverEL: 0% SWD: 0%	Chronic Absenteeism 2025  ALL: 1% White: 1% Hispanic: 0% SED: 5% EverEL: SWD: 0%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Implement MTSS Model for Attendance, using positive behavior interventions and supports with an emphasis on increasing attendance rates	All students	
3.2	Enhance outreach and resources for families of SED students to improve attendance and academic outcomes	SED	
3.3	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.	All students.	

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Donner Trail decreased Chronic Absenteeism by 3.84% for ALL students, and had a 35% reduction for SED students. Parent and student education on the impacts of frequent absences was effective.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was implemented as planned.

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.

We will be implementing the District's new initiative with the MTSS Model for Attendance for students who continue to struggle with attendance.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Social-Emotional Support and Learning

Donner Trail will implement current and potential district initiated Social Emotional Learning systems for district wide implementation through the SEL Committee.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Address the needs of our learners through continued enhancements to safety and wellness programs, counseling, resources for academic achievement, effective learning environments, facilities, and infrastructure for students, educators, and staff.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Surveys	23-24 Survey was completed by 37 Families (71%)	80% of families will complete the Survey
DESSA Screener	100% of Students Screened by DESSA 4% of students identified as needing support	100% of Students screened by DESSA, with a decrease in number of students who "need instruction".
Caring Adults Survey	Survey was not completed in 2023-2024 School Year	100% of students will complete the Caring Adults Survey with 80% of students indicating that they have a Caring Adult at school.
District Healthy Kids Survey	Survey was not completed in 2023-2024 school year	All 3-5th grade students will complete the survey.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Use DESSA screener at least twice during the 2023-2024 school year.	All students.	
4.2	Continue and refine professional development on how to use DESSA to drive social-emotional	All students.	

	instruction and learning, including district counseling resources.		
4.3	Additional counseling support with small group targeted instruction and one-on-one support for students identified by DESSA or staff/parent observation.	Students identified by DESSA as Needs Instruction or by parent/staff.	
4.4	Provide 3 professional development trainings on SEL to all staff	All students	

# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

This goal was implemented as planned last year, and stakeholders felt that Donner Trail students are served in SEL practices. Donner Trail will continue to build our practices to ensure alignment with district initiatives (LPAC) and so that staff is trained in current and appropriate strategies.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was partially implemented as planned.

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.

With the District led initiative in SEL practices and the forming of district and school committees, Donner Trail will engage in more intentional and proactive SEL practices.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Community Connections

Expand community partnerships to support student learning and expand opportunities for community-based educational partnerships, immersion in our natural environment, internships, and outdoor education in the area.

Implement Community Engagement Initiative (CEI) systems to transform parent meetings (PTO, Site Council) into collaborative spaces for two-way communication and family capacity building.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Proactively support belonging and inclusion for all students, families, educators, and staff and continue to develop strong community connections to each other and to the valuable and precious resources in the Tahoe-Truckee region

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey Questions on School Communication and Outdoor Education Program	71% Families completed survey in 2023-2024	80% of families to complete survey, with 80% satisfaction rate with Outdoor Program and School Communication
Student Survey Results	New Survey in 2024-2025	100% of students will complete survey, with 85% satisfaction rate with Outdoor Program.
Expand community partnerships	Six Community Partnerships in 2023-2024	Ten Community Partnerships (minimum) in 2024-2025
Expand parent volunteer opportunities	Nine Volunteer Opportunities in 2023-2024	15 Volunteer Opportunities (minimum) for the 2024-2025 school year

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	In conjunction with School Site Council and PTO, questions will be added to the parent survey that request feedback on new Outdoor Education initiatives and opportunities for two-way communication with families and school.	All	

5.2	Staff, PTO and Site Council will create a student survey to gather feedback on the Outdoor Program offerings for the year. Survey will be completed in May 2025.	All	
5.3	Implement monthly "Tracker Days" for whole school Outdoor Education experiences for students, accessing community resources to enhance learning.	All	
5.4	Implement Parent Education Nights on math, ELA, and Social Emotional Learning. Incorporate student involvement in Parent Nights to increase community building and engagement.	All	

# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

This is a new goal for 2024-2025.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

# 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
Amy King	Principal
Erica Allstadt	Classroom Teacher
Amanda Richardson	Other School Staff
Chase Allstadt	Parent or Community Member
Carrie Atkin	Parent or Community Member
Maria Carlson	Parent or Community Member

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 9/26/2024.

Attested:



Principal, Amy King on 9/26/2024

SSC Chairperson, Maria Carlson on 9/26/2024