School Year: **2025-26**

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	June 13, 2025	June 25, 2025

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.

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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:

Throughout the 24-25 school year, the principal met with all of the TTUSD elementary principals and discussed a new procedure in identifying goals and strategies for our SPSA. Support and feedback were received from the Executive Director of Educational Services, Educational Services support staff, and elementary principal colleagues.

June 11, 2025: 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 2024 and gave input on the analysis of the 2025-2026 SPSA goals thus far.

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 eliminating Goal #4 and #5, as the new Goal #3 SEL was the goal while chronic absenteeism and suspension rates were part of the data to support this goal, and could become a strategy.

June 13, 2025: The principal presented the final draft of the updated 2025-2026 SPSA to Donner Trail SSC, reviewing feedback from partners and staff. The council discussed the importance of Tier 1 instruction, and holding to District priorities.The council also discussed the new protocol of reviewing the SPSA in September after more data was released, and then coming back to it throughout the year to track progress.

June 13, 2025: The SSC approved the SPSA as written.

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.

Math
Goal #1: By the end of the 2025-2026 school year, Donner Trail will increase the percentage of all students meeting or exceeding standard on the SBAC math assessment by 8% as measured by CAASPP: SBAC Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

By 2025-26, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

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
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)	

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	Uphold the year-long scope and sequence for Eureka Math²- which includes a lesson every day and staying within 2-3 weeks of pacing.	All students K-5	
1.2	Implement lesson components with the intended purpose: fluency, launch, learn, problem set, and land during the Eureka Math² lesson.	All students K-5	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.3	Use Eureka Math² assessment data, including formative (exit tickets, topic quizzes, anecdotal, etc.) and module assessments, to inform instruction.	All students K-5	
1.4	Monthly grade level &/or vertical planning time will be allotted during staff/PLC meetings or on an additional sub provided day with a focus on: planning instruction, analyzing student data, and referencing the Eureka Math² rubric for Core Implementation and Instructional Habits for each lesson component.	All students TK-5	
1.5	Strengthen academic discourse among students by facilitating instructional routines using the talking tools.	All students TK-5	
1.6	Teachers will complete a PDSA cycle based on the Eureka Math² rubric for Core Implementation and Instructional Habits for one of the five lesson components. Admin and/or colleagues will provide non-evaluative feedback for the selected lesson component one to two times per trimester.	All students K-5	
1.7	Individual and specific math goal and strategies for students who are not yet meeting standards on the CAASPP	All students K-5	
1.8	Teachers will use iReady strategically to support math learning during alternate grade direct instruction time.	All students K-5	

Annual Review

SPSA Year Reviewed: 2024-25

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.

Teachers used the Curriculum Assessments to analyze student progress.
Teachers used the district math curriculum and attended training on adapting curriculum to student need.
Academic Discourse was used, but not with predominant strategies.

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

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 simplicity of these strategies, combined with limited data to analyze, was difficult to measure. We are looking to understand more in our 2025 CAASPP results and in the new iReady math screener/assessment. We changed all strategies to align with district initiatives and to build and strengthen use of curriculum.

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.

ELA
Goal #1: By the end of the 2025-2026 school year, Donner Trail will increase the percentage of all students meeting or exceeding standard on the SBAC ELA assessment by 8% as measured by CAASPP: SBAC ELA

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

By 2025-26, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

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
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	
DIBELS Assessment	First Year using this assessment as a metric/indicator	
iReady Screener	First Year using this assessment as a metric/indicator	

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	Continue to use universal screening using the new iReady as outlined by the published district assessment calendar.	All students K-5	
2.2	DIBELs screening three times per year with progress monitoring at the site level to inform instructional practices.	All students K-5	
2.3	Provide in person and online PD for all teachers in the Science of Reading using the LETRS Training	All students K-5	
2.4	Continue using district intervention programs (Sonday) through the Intervention Program with students who are identified as having needs with phonics and phonemic awareness.	All students K-5	

Annual Review

SPSA Year Reviewed: 2024-25

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.

1.1 Teachers used CAPTI as a screener, but the analysis was lacking because of difficulty to administer and interpret results.
1.2 was not implemented as planned
1.3 The Intervention teacher continued to use intervention programs with identified students as planned
1.4 was not implemented as planned.

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

All strategies will be continued in 25-26

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 continue these strategies, with an emphasis on LETRS training and the new iReady screener/assessment.

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.

SEL
By the end of the 25-26 school year, 100% of students will receive specific and targeted SEL instruction and support through school-wide implementation of District SEL Shared Agreements.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3-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
Satchel Pulse Screener	First Year Using this assessment as a metric	
Chronic Absenteeism Data	Chronic Absenteeism 2024 ALL: 2% White: 0% Hispanic: 2% SED: 0% EverEL: 0% SWD: 0%	
Suspension Data	Suspension Rate 2024 ALL: 3% White: * (2%) Hispanic: * SED: * EverEL: * SWD: * (17%) * data suppressed to protect student privacy with small cohorts	

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	Train counselors, teachers, instructional aides, and admin on the SEL screener Satchel Pulse in August 2025; provide refresher training in October 2025 prior to implementation of the screener for all stakeholders.	All students TK-5	
3.2	Train students K-5 to take the Satchel Pulse screener in October 2025. Students grades 3-5 will be provided a training video; additional instructional aide support will be provided for grades K-2.	All students TK-5	
3.3	All staff meetings will include the CASEL Three Signature Practices: Inclusive Welcome, Engagement Strategies, and an Intentional Close.	All students TK-5	
3.4	Explicit SEL instruction from the counselor one time per week for 30 minutes or more in general education classrooms TK-5 (Second Step &/or Satchel Pulse resources).	All students TK-5	

Annual Review

SPSA Year Reviewed: 2024-25

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.

Our Chronic Absenteeism Rate and Suspension Rate continue to be low, with only a small percentage of students being Chronically Absent or Suspended.
3.1 Was implemented as planned
3.2 Was implemented as planned
3.3 Was not implemented as planned

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

Because we exceeded our goal in both areas, we will be using the metrics of Chronic Absenteeism and Suspension to help us understand the goal above and whether students are feeling belonging and inclusion at Donner Trail.

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 are combining 24-25 Goals 3 and 4 to make a new SEL goal that provides instruction and goals around SEL instruction and learning.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

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 6/13/2025

SSC Chairperson, Carrie Atkin on 6/13/2025