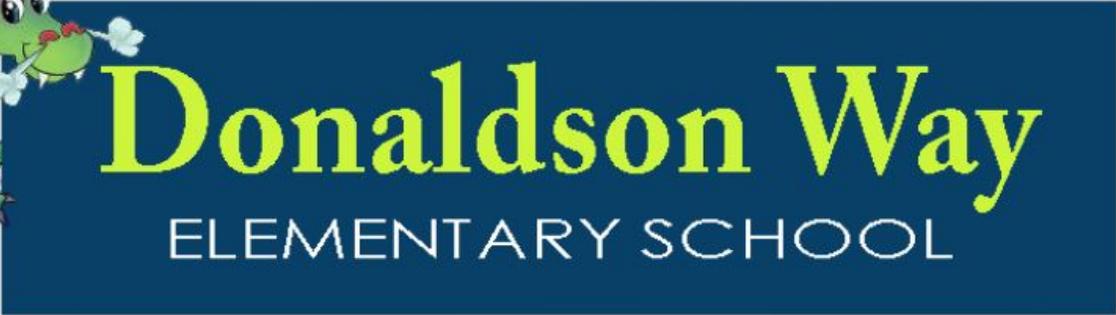


School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Donaldson Way Elementary School	28662666026827	May 2, 2023	August 10, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

There is a disproportionate rate of chronic absenteeism among the following subgroups Asian students, Students with Disabilities and students representing two or more races.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

VISION

Our vision in the Napa Valley Unified School District is transforming lives by instilling and inspiring lifelong learning in every student

VALUES

Gratitude, Compassion, Patience, Reflection, Flexibility, Diversity and Transparency

NVUSD LCAP AND SPSA ALIGNMENT

NVUSD's Local Control and Accountability Plan (LCAP) identifies goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code 52052,

including pupils with disabilities, for each of the state priorities and any locally identified priorities.

School Plan for Student Achievement for Donaldson Way Elementary School will encompass the following 6 goals:

1. Student Learning, Achievement and Access
2. Tactical, Proactive and Efficient Asset Management
3. Robust Communication, Community Engagement and Advocacy
4. Effective Employee Relations and Resource Management
5. Equity-Centered Leadership and Inclusive Organizational Culture
6. Strategic, Impactful Governance and Policy Implementation

This School Plan for Student Achievement will set goals and multi-tiered systems of supports in four areas:

(Goal 1) Student Learning, Achievement and Access

(Goal 2) Tactical, Proactive and Efficient Asset Management

(Goal 3) Robust Communication, Community Engagement and Advocacy

(Goal 4) Effective Employee Relations and Resource Management.

Our plan works to create an inclusive school culture where student strengths and growth are celebrated. As we work to close the achievement gap and eliminate barriers to student success in learning, we utilize Multi-tiered Systems of Support in our approach in teaching and learning with regard to access and engagement.

Our grade level teams work collaboratively within Professional Learning Communities utilizing data and improvement goals.

Donaldson Way Elementary School is a School Wide Title I program.

We take great pride in creating a culture that engages all students in learning, challenges students with new learning goals and builds a system of interventions for those students who need more support. We have Title I Intervention Specialist, Title I Teaching Assistants and a part time School Counselor that help to further support and engage student learning, student achievement and access for all.

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 Single Plan for Student Achievement for 2023-24 was codeveloped by the principal and site leadership team and shared with certificated and classified staff for input. The SPSA, goals for student achievement and school site budget shared with the English Learner Advisory Committee and the School Site Council for input and approval. Each presentation began with a presentation of the role and purpose of the School Plan for Student Achievement, how the funding was linked to the LCAP, accountability measures used and the current goals and actions. Local benchmark/grade data and state data was reviewed and highlights from this data discussed. Participants were then asked reflection and evidence-based questions to give feedback on the impact of the current goals and actions. Updates on actions and progress toward goals are reviewed at each School Site Council meeting for 2023-2024.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There is an equitable distribution of district and site funds, personnel and resources, but Donaldson Way will continue work along side with the Napa Valley Unified School District to determine if additional needs assessment will be required for the 2023-24 school year. This will include additional data gathering tools such as as the Fidelity Integrity Assessment (FIA), California Healthy Kids Survey, Student Pre-referral Entries on Aeries and parental feedback given during School Site Council and English Language Advisory Council meetings.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 1

Students Graduate College and Career Ready

Identified Need

Donaldson Way will increase student achievement as monitored by STAR Universal Screener and district approved assessment tools to address learning gaps, as well as build on existing student academic strengths, in Grades TK-5, and this this will include progress monitoring and intervention for all students. A Site Intervention Specialist, Title I Instructional Aides, School Counselor and bilingual parent liasion are needed to support this work. The following student groups have been identified as needing additional support in English Language Arts and/or Mathematics on the California State dashboard: English Language Learners, Asian students, Students with Disabilities and students with chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math Grades 1-5 End of Yr Benchmark: At/Above 67.9% On Watch: 9.14% Intervention 13.83% Urgent Intervention 9.14%	STAR Math Grades 1-5 End of Yr Benchmark: At/Above 67.9% On Watch: 9.14% Intervention 13.83% Urgent Intervention 9.14%	By May 2024, End of Year STAR K-1 ELA scores will increase by 8-10% with 54% of English Learners meeting or exceeding proficiency.
ELL STAR Math Grades 1-5 End of Yr Benchmark: At/Above 43.94% On Watch: 9.09% Intervention 27.27% Urgent Intervention 19.7%	ELL STAR Math Grades 1-5 End of Yr Benchmark: At/Above 43.94% On Watch: 9.09% Intervention 27.27% Urgent Intervention 19.7%	By May 2024, End of Year STAR 2-5 ELA scores will increase by 8-10% with 24% of English Learners meeting or exceeding proficiency.
STAR Literacy Grades 2-5 End of Yr State Benchmark At/Above 56.79% On Watch 14.51% Intervention 12.35% Urgent Intervention 16.36%	STAR Literacy Grades 2-5 End of Yr State Benchmark At/Above 56.79% On Watch 14.51% Intervention 12.35% Urgent Intervention 16.36%	By May 2024, End of Year STAR Math scores will increase by 8-10% with 53% of English Learners meeting or exceeding proficiency.
ELL STAR Literacy Grades 2-5 End of Yr State Benchmark At/Above 15.38% On Watch 9.62% Intervention 32.69% Urgent Intervention 42.31%	ELL STAR Literacy Grades 2-5 End of Yr State Benchmark At/Above 15.38% On Watch 9.62% Intervention 32.69% Urgent Intervention 42.31%	By May 2024, End of the Year STAR ELA, scores will increase by 20% with 77% of students proficient towards the of the year standards. By May 2024, End of year STAR Math scores will increase by 20% with 88% of students proficient towards the end of the year standards.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Literacy Grades K-1 District Trimester Benchmark At/Above- 57.73% On Watch 14.18% Intervention 13.43% Urgent Intervention 18.66%	STAR Literacy Grades K-1 District Trimester Benchmark At/Above- 57.73% On Watch 14.18% Intervention 13.43% Urgent Intervention 18.66%	
ELL STAR Literacy Grades K-1 District Trimester Benchmark At/Above- 45% On Watch 25% Intervention 5% Urgent Intervention 25%	ELL STAR Literacy Grades K-1 District Trimester Benchmark At/Above- 45% On Watch 25% Intervention 5% Urgent Intervention 25%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted support and improvement for English Learner students performing at ELPAC overall levels of 1, 2 or 3 will receive target intervention support services; Title I Instructional Aides will be utilized to provide small group instructional support in the classroom. Donaldson Way will implement after school program for English Learner Students and for all students requiring intervention in ELA and Mathematics.

Activities

All students will participate in high-quality Tier One first instruction in all classrooms.

Students needing English Language support will receive integrated English Language Development during core instruction time.

Students needing English Language support will receive designated English Language Development that supports core instruction and grade-level standards daily. Newcomer students will receive additional support via Imagine Learning English software. English Learner Students will participate in the Donaldson Way ELPAC Boot camp-a preparation course for the ELAC assessment. English Learner Students will be invited to participate in the ELOP (Extended Learning Opportunity Program) After School Program for English Language Arts and Mathematics support.

All students will participate in district approved and state assessments.

Additionally, we use ELPAC data to monitor yearly English Learners' progress. Student progress will be monitored through the Professional Learning Community (PLC) cycle with assistance from Intervention Specialist/TOSA and Principal and District Level Coaches.

Title I Teaching Assistants will work closely and alongside the site Intervention Teacher and Principal to provide instructional support and intervention. These Title I Teaching Assistants will be required to participate in on-going professional development and weekly PLC meetings with the

principal and site intervention teacher. The classified employees will be given an EWR for their participation in professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
42,250	3010 – Title 1
7,359	0003 - Supplemental
4,276	0003 - Supplemental

Strategy 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Donaldson Way teachers will implement the Benchmark curriculum for English Language Arts for grades TK-5 and approved ELD Program for English Learner students, including Imagine Learning Language and Literacy Software for students, to include evidence based reading intervention such as phonemic awareness, systematic phonics, fluency, vocabulary and comprehension instruction.

Activities

The site Intervention teacher works alongside the Principal to plan, help facilitate and support teachers in all areas of professional development. This includes the coaching of grade level teams that will be providing intervention support to students.

The intervention teams are responsible for: determining pre and post-tests, analyzing data, determining which students will participate and exit intervention, communicating to the homeroom teacher and families. Additional planning, preparation and professional development will need to take place after the instructional day and EWR's will be given to both certificated teachers and classified IA's as needed.

The intervention teacher will lead scheduled Professional Learning Community (PLC) and professional development and will share previous CAASPP data, ELPAC data and Star Reading and Early Literacy data to determine focus students for intervention instruction.

Mid-year and end of year Star Reading data and Early Literacy data will be used to monitor student progress. Additional pre and post-assessments will be used and created to further target intervention instruction. Teachers providing intervention support will be released periodically to develop intervention instructional plans, set goals for students and analyze data.

Donaldson Way teachers will maintain district pacing recommendations and focus on district created priority standards. Teachers will use district assessments and grade level Professional Learning Communities will determine which program common formative assessments will be used to support student achievement. Teachers will use state, district and common formative program assessments to monitor student achievement and inform classroom instruction.

Teachers will meet daily in small groups to reinforce curriculum and grade-level standards, with a focus on priority standards. The Intervention Specialist and principal will meet along with teachers in Professional Learning Communities weekly to plan instruction, share assessment data, and plan for interventions. Teachers and site TOSA and Instructional Aides will provide additional afterschool program intervention services to students. An Extra Work Requisition (EWR) will be provided to both certificated and classified staff that provide instructional support to students after school and for attending professional development.

Teachers will participate in professional development that focuses on evidence based research on phonemic awareness, systematic phonics, fluency, vocabulary and comprehension instruction, such as LETRS Training. Teachers in grades 3-5 will participate in "Heggerty Bridge the Gap Training." This will include the purchase of professional development materials, such as the K-2 "Kinder Primary" Training to support teacher professional learning/training.

Professional consultants will be brought on to provide additional training, professional development with regarding to Literacy, ELA, Mathematics and Intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	3010 – Title 1
765	0003 - Supplemental
5,900	3010 – Title 1

Strategy 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Donaldson Way teachers will implement the Bridges Curriculum, including Number Corner, Work Place stations, and the Dream Box software for Mathematics for grades TK-5

Activities

Donaldson Way is implementing Bridges Math instruction daily in all grades TK-5. Teachers will maintain district pacing recommendations and focus on district-created priority standards and proficiency scales.

Teachers will use district assessments and grade level Professional Learning Community to determine which common formative assessments in Bridges will be used to assess student achievement.

Teachers will use district-created proficiency scales to focus instruction and target instructional interventions.

State and District allotted intervention funding, such as ELOP Funding, will be used to support math instruction. Donaldson Way will use STAR and CAASPP data to determine grade level areas of need to focus on math instruction and after-school math intervention.

We will focus math professional development on Bridges Number Corner and an emphasis on Work Place Stations. Number Corner instruction provides math instruction, opportunities for increasing mathematical discourse, and opportunities for designated English Language Development. Work Place Stations focus on engaging math exploration activities that reinforce key skills.

The Intervention Specialist and Principal will meet along with classroom teachers, in Professional Learning Communities, weekly to plan instruction, share assessment data, and plan for interventions.

Teachers will work with District Math Coach on Bridges, Work Place Stations Number Corner during PLC. Teachers will meet daily in small groups to reinforce curriculum and grade-level standards, with a focus on priority standards.

The Intervention Specialist and principal will meet along with teachers in Professional Learning Communities weekly to plan instruction, share assessment data, and plan for interventions. Teachers, Intervention Teacher and Instructional Aides will provide additional afterschool program intervention services to students.

An Extra Work Requisition (EWR) will be provided to both certificated and classified staff that provides instructional support to students after school and for attending professional development.

An Extra Work Requisition (EWR) will be provided to teachers, to develop bi-monthly professional development and training (alongside the principal) for both certificated and classified staff. In addition, professional development, training and/or conferences will be included for the site principal and teacher leader(s).

Professional development, training and/or ACSA professional conferences will be provided to the site principal and/or teacher leader(s).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,405

0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

During the 2022-23 School Year, Donaldson Way, utilized an 1.0 FTE Intervention Teacher to provide strategic instructional support to intervention/urgent intervention students, including ELL students scoring 1, 2 or 3 on the ELPAC. The delivery model was implemented during the instructional day, pull out program. Title I Instructional Aides were used to support this intervention learning model

Donaldson Way increased in the area of English Language Arts on STAR assessments, students at Donaldson Way Elementary School have maintained or made little growth in the area of mathematics as measured by STAR assessments. Our English Learner population are still not performing at the ALL level in English Language Arts (ELA) and Math on the formal assessments.

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

Donaldson Way received ELOP (Expanded Learning Program) funding for 2022-23 and we were able to implement an after school program for ELA and Math targeting students in grades 1, 2, 3, 4 and 5. The additional funding permitted us to launch our intervention in November 2022 and into June 2023; Using district assessment and data collected teachers were able to determine which students would most benefit from the after school program. Both classified and certificated staff attending professional development and training and used district adopted curriculum and instructional programs for the Donaldson Way After School Program.

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.

Identified in Goal 1, Donaldson Way will continue to monitor our English Learner students with formative/unit/state/district assessments. We will monitor closely English Learner students who are close to reclassification and provide instructional support in areas of need gathered from the summative ELPAC data for 2021-22 and 2022-23. We now employ a full time, district funded Intervention Specialist for our school site and two instructional aides, a part time bilingual parent liaison and a part time counselor.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 2

Students will experience responsive and engaging pedagogy.

Identified Need

Donaldson Way will ensure all learners, with an emphasis on our English Language Learners, experience research-based, high-impact instructional strategies that engage and support student learning. English Language Learners will be provided integrated and designated ELD throughout the day. Donaldson Way will monitor students using the MTSS model and this leadership team will formally meet twice a month. The following student groups have been identified as needing additional support in English Language Development based on the California State Dashboard and ELPAC scores: English Learners, Hispanic, Socioeconomically Disadvantaged and White.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data: EL Progress Indicator 2022	Baseline 2022: 36.8%	Increase the percentage of EL students making progress by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All DWES Students, including our English Language Learners, students at risk, and accelerated students will experience research based, high impact instructional strategies that engage student learning and achievement.

Activities

All students will participate in high-quality Tier One first instruction in all classrooms. Students needing English Language support will receive integrated English Language Development during core instruction time, including the Imagine Learning software. Students needing English Language support will receive designated English Language Development that supports core instruction and grade-level standards daily. Newcomer students will receive additional support via Imagine Learning English software. All students, including Donaldson Way English Learners, will participate in common formative, district, and state-approved assessments. Donaldson Way uses ELPAC data to monitor yearly English Learners' progress. Student progress will be monitored through the Professional Learning Community (PLC) cycle with assistance from the Intervention Specialist and Principal. The school will monitor the re-designation rate of students. An Intervention Instructional Program will take place during and after school to meet the scheduled needs of most of our students. Principal, TOSA, and teachers will use ELPAC, CAASPP, Early literacy, STAR Math and

STAR Reading data will be analyzed regularly during Professional Learning Community (PLC); An Extra Work Requisition (EWR) for certificated and classified staff will be given as needed to support ELD instruction, ELPAC Testing, after school intervention and professional development. In addition, professional development, training and/or ACSA conferences will be included for the site principal and teacher leader(s).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,731

3010 – Title 1

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

English Learner students made little to no progress on Spring ELPAC 2022. There was a critical need for more on-going site professional development that focused on phonics, vocabulary, reading and comprehension development.

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

For the 2022-23 school year, a school wide schedule for designated ELD and Donaldson Way implemented a learning lab intervention schedule for students in grades K-5 during the instructional day. This schedule was strictly enforced to ensure students received valuable instructional supports and programming. Using multiple measures, teachers worked closely with the site TOSA and the Principal to develop an intervention program to meet the specific and targeted needs of learning loss. Learning goals and cycles averaged 6-8 weeks. Donaldson Way received ELOP (Expanded Learning Opportunity Program) funding for 2022-23 and we were able to implement an after-school program for ELA and Math targeting students in grades 1, 2, 3, 4, and 5. The additional funding permitted us to launch our intervention in October 2022 and into June 2023; Using district assessment and data collected, teachers were able to determine which students would most benefit from the after-school program. Both classified and certificated staff attended professional development and training and used district-adopted curriculum and instructional programs for the Donaldson Way After School Program.

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.

For the 2023-24 school year, we will increase the use of data that focus on teacher efficacy and voice in determining a research-based, high-impact, teaching strategy. This will include the use of

CAASPP, ELPAC, Early Literacy, STAR Reading, and STAR Math. Site leadership and Teacher efficacy will include focus on teaching essential standards, assess weekly using district-adopted curriculum daily. This will include weekly opportunities to include lessons that mirror CAASPP structures and language in teaching and learning. as it aligns with curriculum pacing. Daily spiral review of high-impact essential standards or necessary building blocks. This will include our weekly PLC meetings, bi-monthly staff meetings, SMART Goal setting, Learning Sprints, and classroom learning walks.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 3

Families will experience robust communication, community engagement and advocacy.

Identified Need

There is a need to ensure that Donaldson Way families, especially our English Learner community, are receiving school and district information in a timely and accurate manner. Donaldson Way will focus on our level of communication with our parents, family members, and stakeholders. Our school community will convey critical information to our stakeholders to build a stronger relationship and sense of community and engagement. As our school population continues to grow, there is a need to provide translation services in Punjabi, Arabic and other South East Asian languages. Currently, Donaldson Way provides communication in English, Spanish, and Tagalog.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Donaldson Way has an excellent partnership with the local business community, City of American Canyon Parks and Recreation and community partners, such as police, fire, mental health providers and student support services, resources and supports.</p> <p>Weekly Sunday Parent Square communication has been used to further engage and inform the school community. Challenges include the need for continued parent growth in understanding of role of ELPAC and the reclassification process, specific to English Learner parents.</p> <p>Parents still require support and instruction on how to best access the Parent Square communication portal.</p> <p>Parents require further engagement and participation in school wide announcements</p>	<p>95% of Donaldson Way parents are contactable</p>	<p>100% of families will be contactable and enrolled in Parent Square October 1, 2023-June 1, 2024</p> <p>50% of Donaldson Way parents/family members will join the Donaldson Way Parent Teacher Organization</p> <p>100% of Donaldson Way parents/family will attend the Donaldson Way Annual Title I Meeting in Fall 2023</p> <p>Donaldson Way parents will attend 2 out 5 "Coffee with the Principal" Events that are scheduled throughout the year.</p> <p>100% of School Site Council Members will attend all 5 required meetings</p> <p>100% of English Language Advisory Council Members will attend all 5 required meetings.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
and specialized groups such as SSC, ELAC and PTA		<p>Translation services will extend to our Arabic, Indian and Asian Communities.</p> <p>Summer Support services for parents that require assistance with data confirmation.</p> <p>We will use copy machines (including maintenance), postage, and other supplies as needed to provide information to our families.</p> <p>Staff will communicate with families using appropriate platforms (ie., parent square, Google Classroom, monthly newsletters)</p> <p>Hold a parent training on Math and Literacy tips virtually and in person to ensure parent connectedness and ability to support the students</p>
California Dashboard: Chronic Absenteeism	<p>Overall Rate: 30.7%</p> <p>Asian Subgroup: 30.6%</p> <p>Students with Disabilities Subgroup: 32.6%</p> <p>Two or More Races Subgroup: 27.7%</p> <p>English Learners Subgroup: 32%</p> <p>Filipino Subgroup: 22.4%</p> <p>Hispanic Subgroup: 36.2%</p> <p>Socioeconomically Disadvantaged Subgroup: 39.2%</p> <p>White Subgroup: 28.7%</p>	Reduce chronic absenteeism in all subgroups to no higher than 20%.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Donaldson Way families will experience a timely and informative communication, community engagement and advocacy.

Activities

All Donaldson Way teachers and classified staff will participate in Ecosystem of Carino Training for Modules 1-12 for the 2023-24 school year.

Donaldson Way Site Leadership Team and Multi-Tier System Support Team (MTSS) will meet twice a month the Principal to collect data, provide decision making and feedback on instructional support, intervention needs, and how to address chronic absenteeism.

Donaldson Way will form a strong Parent Leadership Team with our School Site Council, English Language Advisory Council and Parent Teacher Association.

Donaldson Way will host a yearly Annual Title I meeting for parents, five ELAC and five SSC meetings per year and more as needed.

Instructional planners will be utilized for student organization and to provide communication to parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,416	0000 – No Reporting Requirements
1,200	3010 – Title 1

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

NVUSD and Donaldson Way are using Parent Square as the main communication platform to families and students. Not all Donaldson Way families have been contactable using the Parent Square platform. We rely heavily on the wise use of our Parent Liaison and Donaldson Way Office staff.

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

We hosted Coffee with the Principal which was well attended by the community and parents. Parents appreciated learning more about ELPAC, CASSPP and STAR Math and STAR Reading and the NVUSD Strategic goals for student achievement. Donaldson Way has strong representation at the Superintendent's Advisory Council, Parent meetings and at the State of the District events. Parents in our community are learning more about the positive power of parental involvement at the school level, community level and school district level.

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.

All Donaldson Way families will be required to sign up and use the Parent Square platform. To further engage parents, Principal, TOSA and our site Parent Liaison will further engage the parent community by hosting in-person "Coffee with the Principal" in the morning. This platform will be used to inform all parents, particularly our English Learner families about the District's strategic plan for academic achievement and the school site goals for instruction, learning, goal setting and all school related business. All Donaldson Way parents will be offered support in Data Confirmation. Translation services in Spanish and Tagalog will be offered, but we must extend translation services to our Indian, Muslim and South East Asian Communities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 4

Students will thrive socially, emotionally and academically.

Identified Need

There is a need for continued implementation to assess the overall effectiveness and strategic direction of the Multi-Tiered System of Support (MTSS) as a systems approach to school improvement in teaching and learning. The School Wide Integrated Framework for Transformation Fidelity Integrity Assessment (SWIFT-FIA) was utilized as an assessment tool for school site improvement. The five domains are Administrative Leadership, MTSS, Integrated Educational Framework, Family and Community Engagement, and Inclusive Policy Structure and Practice. To be successful in and out of school, Donaldson Way students need to learn a set of social and emotional competencies, such as cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. There is a need to develop research-based, data-driven instructional interventions to support students. Teachers will require ongoing, site professional development on the MTSS Model. This is to be provided by the Intervention Specialist and MTSS Team Members, with direction from the Principal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>MTSS Intervention Progress monitoring identifying STAR ELA and MATH Universal Screening of our Intervention and Urgent Intervention Learners. DWES will monitor intervention progress</p> <p>SWIFT-FIA will be used to determine the implementation of MTSS effectiveness and systems alignment</p> <p>The Strengths Difficulties Survey (SDQ) will be used as a data point to measure student social-emotional well being</p> <p>The California Healthy Kids Survey will be administered yearly.</p> <p>Teachers will implement NVUSD "Tool Box" to promote</p>	<p>STAR Math Grades 1-5 End of Yr Benchmark: At/Above 67.9% On Watch: 9.14% Intervention 13.83% Urgent Intervention 9.14%</p> <p>ELL STAR Math Grades 1-5 End of Yr Benchmark: At/Above 43.94% On Watch: 9.09% Intervention 27.27% Urgent Intervention 19.7%</p> <p>STAR Literacy Grades 2-5 End of Yr State Benchmark At/Above 56.79% On Watch 14.51% Intervention 12.35% Urgent Intervention 16.36%</p> <p>ELL STAR Literacy Grades 2-5 End of Yr State Benchmark At/Above 15.38%</p>	<p>Student learning and progress in academic performance with an increase learner proficiency in end of the year standards mastery as measure by the Universal STAR Screeners by at 5% in each area (ELA, Early Literacy and Math) moving students up in performance bands toward levels of proficiency (at/above and on/watch). This data would show at least 5% decrease in intervention by the end of May 2023</p> <p>MTSS BEST Team would guide the work in determining progress in implementation using 0-3 rubric using the SWIFT-FIA</p> <p>Continued use and implementation of the SWIFT-</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
social-emotional health and well-being and this is to include Community Circle and Restorative Practices.	On Watch 9.62% Intervention 32.69% Urgent Intervention 42.31%	FIA with the MTSS Team, Introduce and begin implementation of the SWIFT-FIA with our BEST Team
Donaldson Way will provide a Counselor to students two days per week.	STAR Literacy Grades K-1 District Trimester Benchmark At/Above- 57.73% On Watch 14.18% Intervention 13.43% Urgent Intervention 18.66%	Overview of Personnel Evaluation provided to the entire staff.
A Student Leadership Program for grades 4 and 5 will be developed with certificated teachers, key community partners and parent volunteers to manage our program.	ELL STAR Literacy Grades K-1 District Trimester Benchmark At/Above- 45% On Watch 25% Intervention 5% Urgent Intervention 25%	Donaldson Way will continue to expand its offerings on the types of interventions offered to students both academically and with regard to social-emotional well being.
Monthly Coffee with the Principal meetings to take place at Donaldson Way		School Counselor will provide support to students.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in Grades 2-5 scoring intensive/below basic on the district STAR Assessment

Activities

The site Intervention specialist supports teachers in developing instructional skills that provide students with greater access to content. The Intervention teacher works alongside the Principal to plan, help facilitate and support teachers in all areas of professional development. This includes the coaching of grade-level teams that will be providing intervention support to students.

The intervention teams are responsible for: determining pre and post-tests, analyzing data, determining which students will participate and exit intervention, and communicating to the homeroom teacher and families. The intervention team will use CAASPP data and Star Reading data to determine the focus students for intervention instruction. Mid-year and end-of-year Star Reading data will be used to monitor student progress. Additional pre and post-assessments will be used and created to further target intervention instruction.

Teachers providing intervention support will be released periodically to develop intervention instructional plans, set goals for students, and analyze data.

Intervention Programs may take place before, during, and after school to ensure that the instructional needs of students are met.

EWRs will be provided to both certificated and classified staff to plan, prepare and implement the before, during, and after school intervention instructional plans.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,363	0000 – No Reporting Requirements
2,045	0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Grade Level teams will use weekly collaborative days, in addition to after school (after contractual time) to plan instruction, analyze data and develop differentiated instructional strategies for students.

Activities

Weekly collaboration takes place each Wednesday from 1:30 PM-2:30 PM at Donaldson Way. Professional development and training are provided twice a month from 2:45 pm-4:00 PM; As a school-wide Title I program, classified Instructional Aides are strategically placed in classrooms to support the teacher with small differentiated learning groups. Classified Instructional Assistants will support students and the site TOSA during the intervention instructional cycles. Teachers will work beyond contractual hours, periodically throughout the year to further develop intervention goals and instructional decisions for students. Certificated teachers and Classified IA's to be given an EWR (Extra Work Agreement) for additional time devoted to data analysis and lesson design for student achievement. Teachers and IA's will attend professional development as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students will be identified for counseling support services through the MTSS process.

Activities

Students will receives small group or 1:1 counseling services based on need. The counselor assigned to Donaldson Way will work with teachers and site staff to embed Tier I Social Emotional Learning (SEL) strategies throughout the day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Donaldson Way has one full-time Intervention Specialist (1.0FTE) devoted to student achievement goals and professional development. Donaldson Way has hired two Title I Instructional Assistants to provide school day intervention support to our students in grades TK-5th. The Title I Instructional Assistants received training from the Site Intervention Specialist and classroom teachers on how to provide small group differentiated learning sessions. Instructional Assistants served as additional support to teachers and they worked under the direction of the Principal, Intervention Specialist, and certificated classroom teachers. Donaldson Way requires the site Instructional Aides to attend all professional development that pertains to instructional support for students in TK-5.

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

For the upcoming school year and to further enhance the work we have completed so far, Donaldson Way will implement a full day Kindergarten Program in 2022-23. Our Kindergarten students will benefit by having more instructional time and small group intervention with their classroom teacher and support from the site Intervention Specialist.

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.

To further support student achievement in 2023-24 we will continue to employ our two Instructional Aides to provide school day interventions and support to meet our Goal 1 academic targets. We will employ full time Media Technology Assistant for our school library.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$108,710.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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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 (\$)
0000 – No Reporting Requirements	\$40,229.00
0003 - Supplemental	\$12,400.00
3010 – Title 1	\$56,081.00

Subtotal of state or local funds included for this school: \$108,710.00

Total of federal, state, and/or local funds for this school: \$108,710.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Marilyn B. Abelon	Principal
Kayla St. Pierre	Classroom Teacher
Cathy Margolati	Classroom Teacher
Fayza Hamid	Parent or Community Member
Alice Ira	Classroom Teacher
Ashlie Mendoza	Parent or Community Member
Elizabeth Kelly	Parent or Community Member
Vanessa Placencia	Parent or Community Member
Stephen Baglic	Parent or Community Member
Lynette Carter	Other School Staff

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



State Compensatory Education Advisory Committee

English Learner 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 May 2, 2023.

Attested:



Principal, Marilyn B. Abelon on 5/2/2023



SSC Chairperson, Fayza Hamid on 5/2/2023

Instructions

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. 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).
- F. 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
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019