

Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Donaldson Way Elementary School	28662666026827	May 2, 2024	June 20, 2024

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

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

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Donaldson Way Elementary School for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) 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

At Donaldson Way, we believe in transforming lives by instilling and inspiring life long learning in every student.

Our single plan for student achievement 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 and the Student Success Team Process 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 Social Worker that help to further support and engage student learning, student achievement and access for all.

Educational Partner Involvement

How, when, and with whom did your Donaldson Way 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 Single Plan for Student Achievement for 2024-25 was developed by the principal, site leadership team, Donaldson Way School Site Council and shared with certificated and classified staff for input. The SPSA, goals for student achievement and school site budget are 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 2024-25.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Donaldson Way has been identified as a Additional Targeted Support and Intervention (ATSI) school site. The resource inequities identified by reviewing and analyzing student data are as follows:

Our students with disabilities are experiencing higher levels of chronic absenteeism than our overall student population. Supplemental funding will be targeted to support improved outcomes for this identified student subgroup as described in our action plan.

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.

English Language Arts: English Learners, Hispanic
Math: Socioeconomically Disadvantaged, English Learners, Hispanic
Chronic Absenteeism: English Learners, Filipino, Hispanic, Students with Disabilities, White, Two or More Races, Socioeconomically Disadvantaged
Planned improvements address the needs of these student groups.

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.

The "All Student" group for both ELA and Math was "Orange" and there are no student groups below the all student group.

Other Needs

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

Assistance from NVUSD Child Welfare Attendance is imperative to support students with chronic absenteeism to help reinforce the importance of attending schools.
A parent liaison and social worker is assigned to the site 2.5 days per week. It is recommended that a part time counselor be assigned to the site.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Donaldson Way Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0%	0%	0%	0	0	0
African American	2.5%	3.49%	2.86%	13	17	14
Asian	6.9%	6.78%	8.37%	36	33	41
Filipino	16.4%	15.20%	13.88%	86	74	68
Hispanic/Latino	41.4%	42.09%	44.69%	217	205	219
Pacific Islander	1.0%	0.62%	0.61%	5	3	3
White	20.2%	18.89%	18.16%	106	92	89
Multiple/No Response	11.6%	12.94%	11.43%	61	63	56
Total Enrollment				524	487	490

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	91	78	95
Grade 1	86	80	67
Grade 2	71	85	83
Grade3	87	69	90
Grade 4	94	83	70
Grade 5	95	92	85
Total Enrollment	524	487	490

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	114	97		21.8%	19.9%	
Fluent English Proficient (FEP)	35	38		6.7%	7.8%	
Reclassified Fluent English Proficient (RFEP)	1	0		0.9%		

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	85	67	97	0	66	95	0	66	95	0.0	98.5	97.9
Grade 4	96	82	71	0	81	71	0	81	71	0.0	98.8	100.0
Grade 5	94	90	85	0	90	84	0	90	84	0.0	100.0	98.8
All Grades	275	239	253	0	237	250	0	237	250	0.0	99.2	98.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2400.	2406.		16.67	24.21		24.24	16.84		22.73	29.47		36.36	29.47
Grade 4		2457.	2438.		20.99	18.31		22.22	16.90		25.93	25.35		30.86	39.44
Grade 5		2514.	2506.		28.89	19.05		26.67	30.95		20.00	30.95		24.44	19.05
All Grades	N/A	N/A	N/A		22.78	20.80		24.47	21.60		22.78	28.80		29.96	28.80

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.70	16.84		50.00	61.05		30.30	22.11
Grade 4		20.99	12.68		62.96	61.97		16.05	25.35
Grade 5		24.44	17.86		58.89	63.10		16.67	19.05
All Grades		21.94	16.00		57.81	62.00		20.25	22.00

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.12	13.68		50.00	54.74		37.88	31.58
Grade 4		12.35	9.86		61.73	57.75		25.93	32.39
Grade 5		24.44	21.43		54.44	59.52		21.11	19.05
All Grades		16.88	15.20		55.70	57.20		27.43	27.60

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.64	7.37		72.73	76.84		13.64	15.79
Grade 4		9.88	12.68		71.60	74.65		18.52	12.68
Grade 5		6.67	17.86		82.22	66.67		11.11	15.48
All Grades		9.70	12.40		75.95	72.80		14.35	14.80

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.15	12.63		62.12	62.11		22.73	25.26
Grade 4		13.58	8.45		70.37	71.83		16.05	19.72
Grade 5		20.00	16.67		61.11	69.05		18.89	14.29
All Grades		16.46	12.80		64.56	67.20		18.99	20.00

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	85	67	97	0	66	94	0	66	94	0.0	98.5	96.9
Grade 4	96	82	71	0	82	71	0	82	71	0.0	100.0	100.0
Grade 5	94	90	85	0	90	85	0	90	84	0.0	100.0	100.0
All Grades	275	239	253	0	238	250	0	238	249	0.0	99.6	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2426.	2410.		18.18	19.15		28.79	22.34		25.76	21.28		27.27	37.23
Grade 4		2455.	2437.		13.41	7.04		23.17	25.35		30.49	29.58		32.93	38.03
Grade 5		2516.	2470.		18.89	16.67		31.11	14.29		30.00	22.62		20.00	46.43
All Grades	N/A	N/A	N/A		16.81	14.86		27.73	20.48		28.99	24.10		26.47	40.56

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.70	22.34		54.55	39.36		25.76	38.30
Grade 4		15.85	11.27		43.90	45.07		40.24	43.66
Grade 5		20.00	15.48		58.89	40.48		21.11	44.05
All Grades		18.49	16.87		52.52	41.37		28.99	41.77

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.21	25.53		50.00	42.55		28.79	31.91
Grade 4		10.98	9.86		57.32	59.15		31.71	30.99
Grade 5		14.44	15.48		65.56	44.05		20.00	40.48
All Grades		15.13	17.67		58.40	47.79		26.47	34.54

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.73	17.02		65.15	61.70		12.12	21.28
Grade 4		20.73	11.27		48.78	53.52		30.49	35.21
Grade 5		18.89	9.52		67.78	64.29		13.33	26.19
All Grades		20.59	12.85		60.50	60.24		18.91	26.91

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1391.7	1420.6	1425.8	1411.6	1427.2	1438.2	1345.5	1405.4	1396.6	23	17	25
1	1432.5	1434.5	1443.8	1459.6	1458.1	1462.2	1405.0	1410.1	1425.1	20	15	17
2	1503.5	1453.6	1500.4	1504.3	1470.1	1530.6	1502.2	1436.8	1469.7	18	14	15
3	1497.8	1506.7	1494.5	1505.6	1519.8	1502.0	1489.4	1492.9	1486.7	18	13	21
4	1505.5	1523.0	1538.4	1509.7	1530.6	1549.5	1500.7	1515.0	1526.8	17	16	14
5	1528.8	1516.1	1561.0	1527.6	1514.8	1573.3	1529.8	1517.0	1548.4	19	13	18
All Grades										115	88	110

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.04	17.65	12.00	43.48	17.65	28.00	13.04	47.06	52.00	30.43	17.65	8.00	23	17	25
1	10.00	0.00	11.76	25.00	26.67	11.76	35.00	40.00	64.71	30.00	33.33	11.76	20	15	17
2	22.22	0.00	13.33	66.67	42.86	66.67	0.00	14.29	13.33	11.11	42.86	6.67	18	14	15
3	11.11	7.69	14.29	38.89	61.54	38.10	44.44	23.08	38.10	5.56	7.69	9.52	18	13	21
4	17.65	18.75	28.57	35.29	56.25	57.14	35.29	25.00	14.29	11.76	0.00	0.00	17	16	14
5	15.79	23.08	50.00	42.11	30.77	38.89	31.58	30.77	0.00	10.53	15.38	11.11	19	13	18
All Grades	14.78	11.36	20.91	41.74	38.64	38.18	26.09	30.68	32.73	17.39	19.32	8.18	115	88	110

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.43	11.76	20.00	26.09	29.41	36.00	17.39	35.29	36.00	26.09	23.53	8.00	23	17	25
1	25.00	6.67	29.41	35.00	53.33	29.41	25.00	33.33	35.29	15.00	6.67	5.88	20	15	17
2	61.11	21.43	73.33	27.78	35.71	20.00	5.56	28.57	0.00	5.56	14.29	6.67	18	14	15
3	33.33	61.54	38.10	61.11	30.77	47.62	0.00	7.69	0.00	5.56	0.00	14.29	18	13	21
4	47.06	68.75	64.29	23.53	25.00	28.57	23.53	6.25	7.14	5.88	0.00	0.00	17	16	14
5	47.37	46.15	66.67	26.32	38.46	22.22	21.05	0.00	0.00	5.26	15.38	11.11	19	13	18
All Grades	40.00	35.23	45.45	33.04	35.23	31.82	15.65	19.32	14.55	11.30	10.23	8.18	115	88	110

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.35	5.88	8.00	21.74	29.41	12.00	34.78	41.18	52.00	39.13	23.53	28.00	23	17	25
1	15.00	0.00	5.88	10.00	6.67	11.76	15.00	46.67	41.18	60.00	46.67	41.18	20	15	17
2	22.22	0.00	13.33	44.44	21.43	40.00	16.67	21.43	20.00	16.67	57.14	26.67	18	14	15
3	11.11	7.69	9.52	16.67	30.77	14.29	50.00	46.15	42.86	22.22	15.38	33.33	18	13	21
4	0.00	6.25	14.29	35.29	31.25	35.71	35.29	50.00	28.57	29.41	12.50	21.43	17	16	14
5	10.53	7.69	22.22	31.58	15.38	16.67	31.58	38.46	50.00	26.32	38.46	11.11	19	13	18
All Grades	10.43	4.55	11.82	26.09	22.73	20.00	30.43	40.91	40.91	33.04	31.82	27.27	115	88	110

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.74	11.76	20.00	52.17	58.82	68.00	26.09	29.41	12.00	23	17	25
1	20.00	26.67	47.06	70.00	73.33	41.18	10.00	0.00	11.76	20	15	17
2	33.33	21.43	46.67	61.11	64.29	46.67	5.56	14.29	6.67	18	14	15
3	27.78	46.15	19.05	66.67	46.15	66.67	5.56	7.69	14.29	18	13	21
4	41.18	62.50	35.71	47.06	31.25	64.29	11.76	6.25	0.00	17	16	14
5	26.32	7.69	44.44	68.42	84.62	44.44	5.26	7.69	11.11	19	13	18
All Grades	27.83	29.55	33.64	60.87	59.09	56.36	11.30	11.36	10.00	115	88	110

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.43	11.76	20.00	34.78	70.59	56.00	34.78	17.65	24.00	23	17	25
1	25.00	6.67	29.41	55.00	80.00	47.06	20.00	13.33	23.53	20	15	17
2	72.22	28.57	86.67	22.22	50.00	6.67	5.56	21.43	6.67	18	14	15
3	44.44	76.92	70.00	50.00	23.08	20.00	5.56	0.00	10.00	18	13	20
4	52.94	62.50	71.43	41.18	37.50	28.57	5.88	0.00	0.00	17	16	14
5	68.42	84.62	88.89	26.32	0.00	0.00	5.26	15.38	11.11	19	13	18
All Grades	47.83	43.18	57.80	38.26	45.45	28.44	13.91	11.36	13.76	115	88	109

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.35	5.88	8.00	60.87	76.47	84.00	34.78	17.65	8.00	23	17	25
1	15.00	0.00	11.76	15.00	40.00	29.41	70.00	60.00	58.82	20	15	17
2	38.89	7.14	20.00	50.00	35.71	46.67	11.11	57.14	33.33	18	14	15
3	11.11	7.69	9.52	44.44	46.15	42.86	44.44	46.15	47.62	18	13	21
4	5.88	6.25	14.29	47.06	68.75	64.29	47.06	25.00	21.43	17	16	14
5	15.79	7.69	16.67	63.16	53.85	72.22	21.05	38.46	11.11	19	13	18
All Grades	14.78	5.68	12.73	46.96	54.55	58.18	38.26	39.77	29.09	115	88	110

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.04	29.41	24.00	39.13	52.94	24.00	47.83	17.65	52.00	23	17	25
1	5.00	0.00	11.76	35.00	73.33	58.82	60.00	26.67	29.41	20	15	17
2	22.22	7.14	13.33	66.67	50.00	66.67	11.11	42.86	20.00	18	14	15
3	5.56	15.38	19.05	88.89	76.92	57.14	5.56	7.69	23.81	18	13	21
4	0.00	12.50	21.43	82.35	87.50	64.29	17.65	0.00	14.29	17	16	14
5	10.53	7.69	55.56	68.42	69.23	33.33	21.05	23.08	11.11	19	13	18
All Grades	9.57	12.50	24.55	61.74	68.18	48.18	28.70	19.32	27.27	115	88	110

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
490	62.9	20.8	0.8
Total Number of Students enrolled in Donaldson Way Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	102	20.8
Foster Youth	4	0.8
Homeless	10	2
Socioeconomically Disadvantaged	308	62.9
Students with Disabilities	61	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.9
American Indian	0	0
Asian	41	8.4
Filipino	68	13.9
Hispanic	219	44.7
Two or More Races	56	11.4
Pacific Islander	3	0.6
White	89	18.2

School and Student Performance Data

Overall Performance






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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate na	Suspension Rate  Blue
Mathematics  Orange	Chronic Absenteeism  Red	
English Learner Progress  Blue		

School and Student Performance Data

Academic Performance English Language Arts

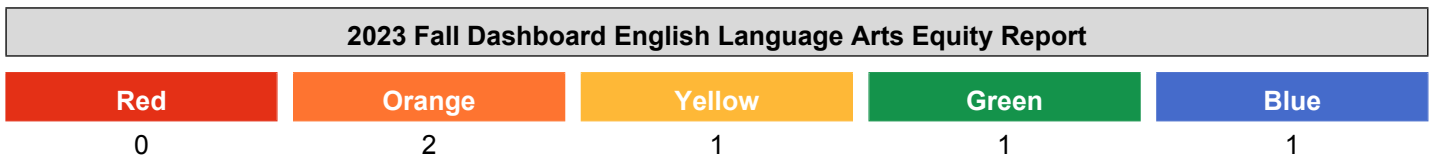
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 15.1 points below standard Decreased -7 points 239 Students	English Learners  Orange 49 points below standard Decreased -4.5 points 65 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged  Yellow 36.1 points below standard Increased +4.3 points 152 Students	Students with Disabilities 69.4 points below standard Decreased -10.1 points 33 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	 No Performance Color 0 Students	52.7 points above standard Increased Significantly +28.6 points 18 Students	 Green 16.8 points above standard Decreased Significantly - 25.1 points 36 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 53.2 points below standard Decreased -11.3 points 108 Students	18.6 points above standard Decreased -3.2 points 23 Students	Less than 11 Students 1 Student	 Blue 12.2 points above standard Increased Significantly +25.9 points 46 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.7 points below standard Decreased -5.3 points 44 Students	40.3 points above standard Increased Significantly +15.9 points 21 Students	6.3 points below standard Decreased -7.4 points 160 Students

School and Student Performance Data

Academic Performance Mathematics

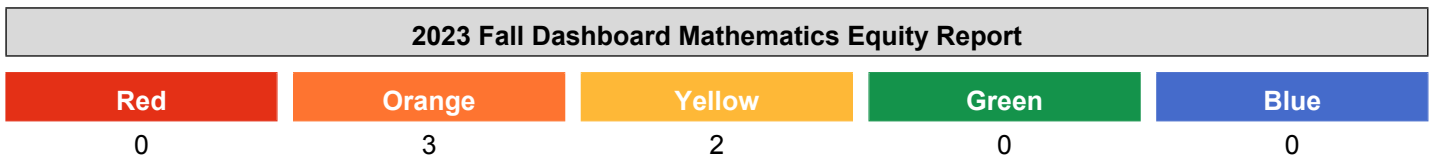
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 39.9 points below standard Decreased Significantly -23.8 points 236 Students	English Learners  Orange 63.6 points below standard Decreased Significantly -32.2 points 65 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged  Orange 58.8 points below standard Decreased Significantly -18.8 points 152 Students	Students with Disabilities 92.7 points below standard Decreased Significantly -36.8 points 32 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	 No Performance Color 0 Students	8.9 points above standard Decreased -9.5 points 18 Students	 Yellow 4.1 points below standard Decreased Significantly - 19.6 points 36 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 75.9 points below standard Decreased Significantly - 32.2 points 108 Students	13.7 points below standard Decreased Significantly - 15.5 points 23 Students	Less than 11 Students 1 Student	 Yellow 13 points below standard Decreased -9.4 points 44 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.9 points below standard Decreased Significantly -32.8 points 44 Students	2.1 points below standard Decreased Significantly -18.3 points 21 Students	33.8 points below standard Decreased Significantly -20.4 points 157 Students

School and Student Performance Data

Academic Performance English Learner Progress

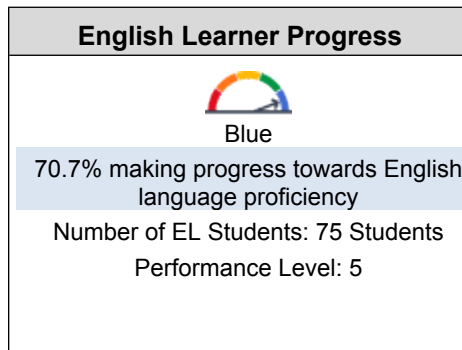
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	16	0	53

School and Student Performance Data

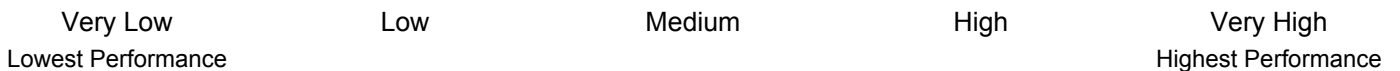
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

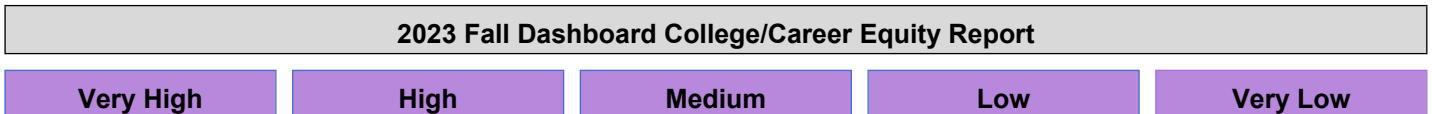
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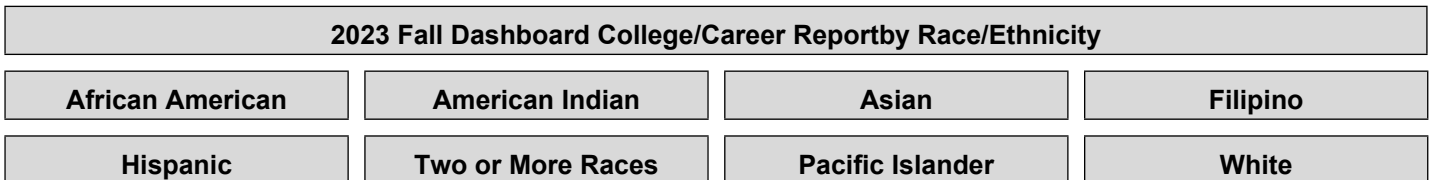
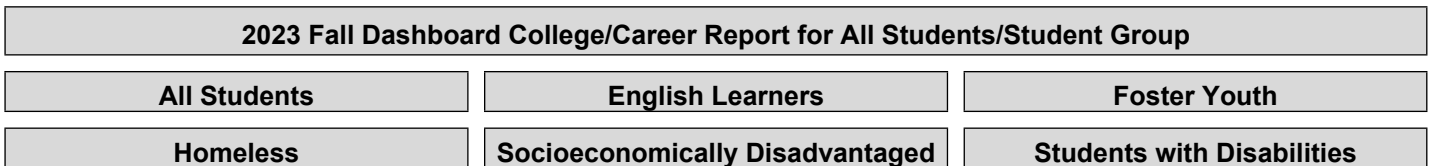
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red	 Red	Less than 11 Students
33.5% Chronically Absent	38.1% Chronically Absent	4 Students
Increased 2.8	Increased 6.1	
514 Students	118 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
63.6% Chronically Absent	 Orange	 Red
0	38.7% Chronically Absent	31.9% Chronically Absent
11 Students	Declined -0.5	Maintained -0.4
	328 Students	72 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>20% Chronically Absent</p> <p>Declined -3.8</p> <p>15 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Yellow</p> <p>13.6% Chronically Absent</p> <p>Declined -16.9</p> <p>44 Students</p>	<p></p> <p>Red</p> <p>27.9% Chronically Absent</p> <p>Increased 5.6</p> <p>68 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>40.1% Chronically Absent</p> <p>Increased Significantly 3.9</p> <p>237 Students</p>	<p></p> <p>Orange</p> <p>25% Chronically Absent</p> <p>Declined -2.7</p> <p>56 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Red</p> <p>36.7% Chronically Absent</p> <p>Increased 7.9</p> <p>90 Students</p>

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
na		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

School and Student Performance Data

Conditions & Climate Suspension Rate

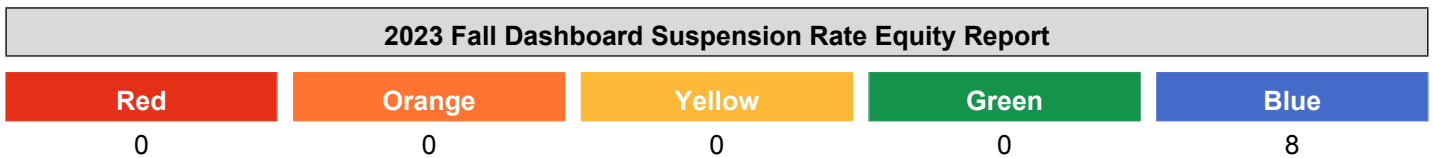
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue	 Blue	Less than 11 Students 4 Students
0% suspended at least one day	0% suspended at least one day	
Maintained 0 522 Students	Maintained 0 120 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	 Blue	 Blue
11 Students	0% suspended at least one day	0% suspended at least one day
	Maintained 0 334 Students	Maintained 0 72 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 15 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 44 Students</p>	<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 68 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 243 Students</p>	<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 58 Students</p>	<p>Less than 11 Students 4 Students</p>	<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 90 Students</p>

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.

All student groups will increase achievement in ELA and math as measured by Star Renaissance and CAASPP performance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

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.

The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: Socioeconomically Disadvantaged, English Learners, Hispanic, White, Filipino
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: English Learners, Hispanic, Socioeconomically Disadvantaged

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
Renaissance Star Assessments	<p>STAR Winter 2024 Data indicates the following baseline:</p> <p>STAR Math Grades 1-5 End of Yr Benchmark: At/Above 70.5% On Watch: 11% Intervention 10.5% Urgent Intervention 8.5%</p> <p>MLL STAR Math Grades 1-5 End of Yr Benchmark: At/Above 46.8% On Watch: 16.1% Intervention: 22.6% Urgent Intervention: 14.5%</p> <p>STAR Reading 2-5 End of Yr State Benchmark At/Above: 60.3% On Watch: 14.8% Intervention: 12.9% Urgent Intervention: 11.9%</p> <p>MLL STAR Reading 2-5 End of Yr State Benchmark At/Above: 28.9% On Watch: 15.6% Intervention: 28.9% Urgent Intervention: 26.7%</p> <p>STAR Early Literacy Grades K-1 District Trimester Benchmark At/Above: 66.9% On Watch: 10.2% Intervention: 15.0% Urgent Intervention: 7.9%</p> <p>MLL STAR Early Literacy Grades K-1 District Trimester Benchmark At/Above: 48.1% On Watch: 14.8% Intervention: 18.5% Urgent Intervention: 18.5%</p>	<p>By May 2025, End of Year STAR K-1 ELA scores will increase by 8-10% with 58% of Multilingual Learners meeting or exceeding proficiency.</p> <p>By May 2025, End of Year STAR 2-5 ELA scores will increase by 8-10% with 39% of Multilingual Learners meeting or exceeding proficiency.</p> <p>By May 2025, End of Year STAR Math scores will increase by 8-10% with 55% of Multilingual Learners meeting or exceeding proficiency.</p> <p>By May 2025, End of the Year STAR Reading ELA, scores will increase by 10% with 70% of students proficient towards the of the year standards.</p> <p>By May 2025, End of year STAR Math scores will increase by 10% with 80% of students proficient towards the end of the year standards.</p>

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	All students will participate in high-quality Tier One first instruction in all classrooms.	Targeted support and improvement for English Learner students performing at ELPAC	47,000.00 3010 – Title 1

	<p>Students needing English Language support will receive integrated English Language Development during core instruction time.</p> <p>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.</p> <p>All students will participate in district approved and state assessments.</p> <p>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.</p> <p>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.</p>	<p>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.</p>	<p>1300.00 0003 - Supplemental</p>
<p>1.2</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>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.</p>	<p>4,300 0003 - Supplemental 8,755.00 0003 - Supplemental</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Sub release time will be provided to allow teachers time to develop professional development and attend training. New teachers to DW will receive sub release time to work along Interventionist and Mentor teacher.</p> <p>Professional consultants will be brought on to provide additional training, professional development with regarding to Literacy, ELA, Mathematics and Intervention.</p>		
<p>1.3</p>	<p>Donaldson Way and NVUSD will implement the updated Bridges 3rd Edition Math instruction in all grades TK-5. Teachers will maintain district pacing recommendations and focus on district-created priority standards and proficiency scales.</p> <p>Teachers will use district assessments and grade level Professional Learning Community to</p>	<p>All Donaldson Way teachers will implement the Bridges Curriculum, including Number Corner, Work Place stations, and the Dream Box software for</p>	

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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. This includes 6-8 week learning sprints in both ELA and math.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>Professional development, training and/or ACSA professional conferences will be provided to the site principal and/or teacher leader(s).</p>	<p>Mathematics for grades TK-5</p>	
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1.4	Site interventionist along with 2 certificated teachers will administer Kindergarten assessments prior to the start of school. These certificated teachers will administer district approved Kindergarten assessments to determine readiness skills in ELA and math as well as to prepare for individual student needs. EWR will be given.		
1.5			
1.7			
1.8			
1.9			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

By examining the data, Donaldson Way determined that math intervention and support were needed in grades K-5. Site interventionist, Title 1 instructional aides provided intervention support during core mathematics time. After early dismissal, TK provided additional math intervention and support.

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

In previous years, our targeted intervention has always been ELA, however, due to Star data and CAASPP dashboard data, we decided to focus on math. This involved heavy and ongoing professional development and preparation on the Bridges intervention program. Site interventionist trained the Title I IAs and TK teachers.

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.

Examination of STAR ELA and Math and CAASPP dashboard data indicates that our instructional target must be focused on strategic and intentional math instruction and intervention.

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.

Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.

Multilingual Learners will be provided integrated and designated English Language Development, as well as exemplary Tier 1 classroom instruction from Donaldson Way certificated staff. Support of Multilingual Learners will also include intervention supports in Mathematics and Language Arts to accelerate language acquisition and increase the rate of reclassification.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

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.

Multilingual Learner progress data reveals the following areas of need: As a subgroup, English Learners are performing below standard in ELA and Math and are experiencing high levels of chronic absenteeism.

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
California Dashboard Data: EL Progress Indicator 2023	Baseline 2023: 70.7% are making progress	Increase the percentage of EL students making progress by 10%

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	<p>All students will participate in high-quality Tier One first instruction in all classrooms.</p> <p>Students needing English Language support will receive integrated English Language Development during core instruction time, including the Imagine Learning software.</p> <p>Students needing English Language support will receive designated English Language Development that supports core instruction and grade-level standards daily.</p>	<p>All DWES Students, including our Multilingual Language Learners, students at risk, and accelerated students will experience research based, high impact instructional strategies that engage student learning and achievement.</p>	

	<p>Newcomer students will receive additional support via Imagine Learning English software.</p> <p>All students, including Donaldson Way Multilingual Learners, will participate in common formative, district, and state-approved assessments.</p> <p>Donaldson Way uses ELPAC data to monitor yearly Multilingual 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.</p> <p>An Intervention Instructional Program will take place during and after school to meet the scheduled needs of most of our students.</p> <p>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);</p> <p>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.</p>		
1.2	In addition, professional development, training and/or ACSA conferences will be included for the site principal and teacher leader(s).		

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Classroom teachers implemented our strategic ELD program during the instructional day, and in addition a rigorous afterschool program, supporting the needs of our LEP students in preparation for the ELPAC assessment..

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

Implementation and budgeted expenditures matched for 2023.

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 Spring 2024, the ELPAC assessment schedule was much earlier (7weeks) than in past years. Students did not have the opportunity to attend the full afterschool program as the previous year. Due to the scheduling, our primary students had no access to our afterschool ELPAC preparation program. All multilingual learners missed out on these weeks of ELD instruction in class as well.

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.

Grow and strengthen family engagement in support of improvements in student achievement for all student groups.
MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

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.

Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Data also shows that this group has high absenteeism. Needs assessment data indicates a need to increase opportunities for the engage with the principal and school staff on the school's program for multilingual learners, academic supports and the importance of school attendance.

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
<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. Our additional partners are the Boys and Girls Club of American Canyon and the Sylvan Learning Center of Napa.</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 and specialized groups such as SSC, ELAC and PTA</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 of 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> <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>
<p>California Dashboard: Chronic Absenteeism</p>	<p>Overall Rate: 33.5% (Increase of 2.8% over previous year)</p> <p>Students with Disabilities Subgroup: 31.9%</p> <p>Two or More Races Subgroup: 25%</p> <p>English Learners Subgroup: 38.1%</p> <p>Filipino Subgroup: 27.9%</p> <p>Hispanic Subgroup: 40.1%</p> <p>Socioeconomically Disadvantaged Subgroup: 38.7%</p> <p>White Subgroup: 36.7%</p>	<p>Reduce chronic absenteeism in all subgroups to no higher than 20%.</p>

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	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.	All Donaldson Way families will experience a timely and informative communication, community engagement and advocacy.	1,200 3010 – Title 1
1.2	The school district has assigned a 0.5 FTE Parent Liaison to the site to make connections with parents, students, and community members. This includes our work with chronic absenteeism, academic achievement and outreach, and communication specific to strengthening ELAC participation.	All Donaldson Way families will experience a timely and informative communication, community engagement and advocacy.	
1.3	Parent meetings with the principal five times per year that emphasize the importance of attending school and how this correlates with student achievement.	All DWES Students with an emphasis on students with chronic absenteeism, foster youth, McKinney Vento families.	
1.4	Regular weekly principal and office team check-in meetings analyzing absentee reports. This includes our work with child welfare and attendance, SART meetings, and SARB meetings.	All DWES Students with an emphasis on students with chronic absenteeism, foster youth, McKinney Vento families.	
1.5	Monthly attendance celebrations to recognize students with improved attendance.	All DWES Students with an emphasis on students with chronic absenteeism, foster youth, McKinney Vento families.	
1.6	Implementing the use of the district independent studies program for students absent more than 3 days.	All DWES Students with an emphasis on students with chronic absenteeism, foster youth, McKinney Vento families.	
1.7	Principal will host 5 school site council meetings per year to share student achievement data and school-wide goals.		
1.8	Principal will host 5 ELAC meetings to share site ELD program, targeted after-school program for MLL students and school-wide goals.		
1.9	The school district has assigned a 0.5FTE Social Worker to the site to make connections with		

	<p>parents, students, and community members. This includes our work with social emotional learning, chronic absenteeism, academic achievement, outreach, and communication.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Chronic absenteeism has increased by 2.8% at Donaldson Way and this resulted in a decrease in math achievement.

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

There are no major differences with major budgeted expenditures.

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

A greater emphasis will be placed on principal and parent liaison outreach to DWES families regarding the importance of attendance and its correlation to student achievement. Information to Donaldson Way families will include the impact of chronic absenteeism with student success. This will include celebrating students who demonstrate improved attendance. We will increase attendance celebrations from each trimester to monthly to improve student encouragement. Teachers will use 6-8 week Learning Sprint cycles to improve student achievement. Donaldson Way students will be a part of their personal academic goal setting.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.

Donaldson Way students will receive social-emotional supports and learning strategies so that they can thrive socially and emotionally to include safety and supervision of students in grades TK-5

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

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.

Based on the California State Dashboard the following student groups have been identified as needing additional support in chronic absenteeism: English Learners, Filipino, Hispanic, Students with Disabilities, White, Two or More Races, Socioeconomically Disadvantaged. These students also require social and emotional supports based on the data from SDQ Healthy Kids Data.

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
Aeries attendance data & student referral data	Chronic Absenteeism rate = 8.6% (students that have 10% or more absenteeism); Daily tardy rate is 6-10% per day.	Decrease chronic Absenteeism rate to 5%. Decrease Daily tardy rate to 3-8% by June 2025

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	The MTSS team will oversee the Chronic Absenteeism, Chronic Tardies and Office Referral data. The MTSS team in conjunction with the BEST team will create school-wide interventions for reducing office referrals. These interventions will include best practices such as: community circle, restorative practice and reviewing of school-wide BEST rules. The BEST team will receive training on the Peace Path and pilot this program for Donaldson Way. The MTSS team will create incentives and interventions to encourage daily, on-time attendance. Donaldson Way has contracted with Kevin Bracey and Reach One Alliance to promote	The Multi-Tiered Systems of Support Team (MTSS) and Positive Behavior and Intervention and Support Team (PBIS) team will meet to identify the students with chronic absenteeism, late arrivals to school and office referrals.	16,763 3010 – Title 1 DW BEST team will meet monthly at the site

	an appreciation of student diversity and create a more inclusive school culture by providing student assemblies and teacher training throughout the school year. MTSS teams will specifically address students with disabilities who are experiencing chronic absenteeism.		
1.2	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 3:00 pm-4:15 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. Title I Instructional Assistants will support students and the Intervention Specialist 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.	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.	4,000 3010 – Title 1 Planning day provided by NVUSD Instructional division and Site Funds
1.3	Students will receive small group or 1:1 support services based on need. The social worker assigned to Donaldson Way will work with teachers and site staff to embed Tier I Social Emotional Learning (SEL) strategies throughout the day.	Students will be identified for counseling support services through the MTSS process.	
1.4	To ensure student safety and provide SEL support, we will provide additional Supervision Assistant hours at arrival and dismissal times to restrict unauthorized access to the campus, welcome our students and manage student interactions. These supervision assistants have been trained in Systematic Supervision and will be given an EWR to attend ongoing training.		
1.5	Most of our Supervision Assistants have passed the NVUSD Instructional Assistant test. As they are familiar with our students, they will be our first priority to use as subs or additional support. These employees will be given an EWR as needed.		
1.6	All DW classified employees are required to complete SEL, Systematic Supervision of Students and First Aid training. EWR's will be provided to pay for this additional time.		
1.7	Donaldson Way will hire a .4 Art Teacher who will collaborate with classroom teachers in order to design art lessons that are closely aligned with units and projects taking place in the classroom. Attendance improves when students find meaning and enrichment in coursework that extends beyond the core.		47,000.00 6770 - Prop 28
1.8	Donaldson Way will purchase agreed upon art materials to enhance the new art program. Attendance improves when students find meaning		15,000.00 6770 - Prop 28

	and enrichment in coursework that extends beyond the core.		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

DWES teachers are fully trained in PBIS which has resulted in a decrease in suspension rates, however more work needs to be done to improve student attendance.

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

Additional funds will be needed to ensure that Donaldson Way can continue to train the classified staff.

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.

A change for our school community will be to involve Donaldson Way parents so they understand the components of Toolbox, Second Step and PBIS.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$145,318.00
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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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 (\$)
0003 - Supplemental	\$14,355.00
3010 – Title 1	\$68,963.00
6770 - Prop 28	\$62,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$145,318.00

Total of federal, state, and/or local funds for this school: \$145,318.00

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
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Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	14,355.00
3010 – Title 1	68,963.00
6770 - Prop 28	62,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	61,355.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0003 - Supplemental	14,355.00
	3010 – Title 1	68,963.00
	6770 - Prop 28	62,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,355.00
Goal 3	1,200.00
Goal 4	82,763.00

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

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

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

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