

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 12, 2026	June 25, 2026

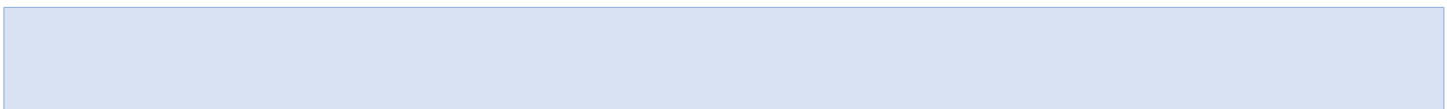
The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability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

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Plan Description

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

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

Educational Partner Involvement

How, when, and with whom did 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 2026-27 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 2026-27.

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.

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.

A comprehensive review of the California School Dashboard and local assessment data identifies three critical areas for improvement: English Learner (EL) progress, ELA performance gaps, and suspension rate disproportionality. While schoolwide ELA performance remains in the "Green" status, a significant performance gap exists for Students with Disabilities (SWD) and Socioeconomically Disadvantaged (SED) students, who currently sit in the "Orange" category. Furthermore, ELPAC data indicates a plateau in the "Moderately Developed" range for English Learners, particularly in their ability to bridge language acquisition with complex grade-level texts. These academic challenges are compounded by a disproportionate suspension rate for Hispanic/Latino students and Students with Disabilities, signaling a need to move away from exclusionary discipline toward more inclusive, supportive climate systems.

To address these gaps, the school has implemented a multi-tiered approach focusing on both instructional precision and schoolwide cultural shifts. We have strengthened our Integrated ELD model and utilized PLC cycles to identify specific "pivot points" in ELA instruction, emphasizing the Science of Reading and targeted Tier 2 interventions during "What I Need" (WIN) blocks to support our SWD and SED populations. Simultaneously, we are mitigating disciplinary disproportionality by transitioning to a Restorative Practices framework and reinforcing our PBIS systems, which foster the same sense of belonging seen in our most inclusive classrooms. By aligning family engagement initiatives with attendance support and data-driven instruction, we are proactively working to close these achievement gaps and ensure all student groups at Donaldson Way have the resources necessary to achieve mastery.

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.

Based on a targeted review of the California School Dashboard for **Donaldson Way Elementary**, two state indicators stand out where specific student groups are performing at least **two performance levels below** the “All Students” group.

In **English Language Arts (ELA)**, while the “All Students” group maintains a strong **Green** performance level, both **Students with Disabilities (SWD)** and **Socioeconomically Disadvantaged (SED)** students are currently in the **Orange** category. This two-level gap (Green to Yellow to Orange) signals a significant disparity in foundational literacy and access to core curriculum. To bridge this gap, we have moved beyond universal instruction to implement high-intensity Tier 2 interventions and “Science of Reading” protocols during our designated “What I Need” (WIN) blocks, specifically designed to provide these subgroups with the scaffolding necessary to move toward proficiency.

Similarly, a significant gap exists within the **Suspension Rate** indicator. While the schoolwide performance is rated as **Blue** or **Green** (Very Low/Low), the Dashboard identifies **Hispanic/Latino** students and **Students with Disabilities** at the **Orange** performance level. This discrepancy of two or more levels highlights a need for more equitable behavioral supports. In response, we are aggressively expanding our **Restorative Practices** and **PBIS** frameworks schoolwide. By fostering the inclusive and fair environments seen in our model classrooms, we are working to replace exclusionary discipline with proactive engagement strategies that keep our most vulnerable students in the classroom and connected to their learning community.

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 is assigned 2 days a week and counselor is assigned to the site 2 days per week with an additional day every other week.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	3.29%	4.36%	3.87%	17	23	21
Asian	6.96%	6.63%	5.90%	36	35	32
Filipino	11.80%	12.50%	13.10%	61	66	71
Hispanic/Latino	46.62%	44.70%	44.65%	241	236	242
Pacific Islander	0.58%	0.57%	0.55%	3	3	3
White	18.57%	19.51%	19.93%	96	103	108
Multiple/No Response	11.99%	11.74%	11.99%	62	62	65
Total Enrollment				517	528	542

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		36	68
Kindergarten	69		66
Grade 1	71		68
Grade 2	69		82
Grade3	87		78
Grade 4	98		75
Grade 5	80		105
Total Enrollment	517		542

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	110	94	82		21.3%	15.1%
Fluent English Proficient (FEP)	36	45	47		7.0%	8.7%

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 Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	97	89	79	95	89	79	95	89	79	97.9	100	100
Grade 4	71	99	97	71	99	96	71	99	96	100.0	100	99
Grade 5	85	80	99	84	80	99	84	80	99	98.8	100	100
All Grades	253	268	275	250	268	274	250	268	274	98.8	100	99.6

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2406.	2418.	2410.	24.21	21.35	24.05	16.84	24.72	18.99	29.47	24.72	22.78	29.47	29.21	34.18
Grade 4	2438.	2469.	2460.	18.31	28.28	23.96	16.90	21.21	18.75	25.35	19.19	26.04	39.44	31.31	31.25
Grade 5	2506.	2487.	2504.	19.05	16.25	16.16	30.95	26.25	37.37	30.95	28.75	23.23	19.05	28.75	23.23
All Grades	N/A	N/A	N/A	20.80	22.39	21.17	21.60	23.88	25.55	28.80	23.88	24.09	28.80	29.85	29.20

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.84	19.10	18.99	61.05	57.30	59.49	22.11	23.60	21.52
Grade 4	12.68	25.25	11.46	61.97	56.57	68.75	25.35	18.18	19.79
Grade 5	17.86	17.50	20.20	63.10	60.00	64.65	19.05	22.50	15.15
All Grades	16.00	20.90	16.79	62.00	57.84	64.60	22.00	21.27	18.61

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.68	20.22	10.13	54.74	57.30	59.49	31.58	22.47	30.38
Grade 4	9.86	15.15	12.50	57.75	64.65	59.38	32.39	20.20	28.13
Grade 5	21.43	13.75	16.16	59.52	60.00	67.68	19.05	26.25	16.16
All Grades	15.20	16.42	13.14	57.20	60.82	62.41	27.60	22.76	24.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.37	11.24	6.33	76.84	80.90	72.15	15.79	7.87	21.52
Grade 4	12.68	12.12	13.54	74.65	68.69	72.92	12.68	19.19	13.54
Grade 5	17.86	11.25	11.11	66.67	70.00	78.79	15.48	18.75	10.10
All Grades	12.40	11.57	10.58	72.80	73.13	74.82	14.80	15.30	14.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.63	16.85	13.92	62.11	58.43	65.82	25.26	24.72	20.25
Grade 4	8.45	15.15	12.50	71.83	70.71	71.88	19.72	14.14	15.63
Grade 5	16.67	13.75	14.14	69.05	70.00	66.67	14.29	16.25	19.19
All Grades	12.80	15.30	13.50	67.20	66.42	68.25	20.00	18.28	18.25

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 Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	97	89	79	94	89	78	94	89	78	96.9	100	98.7
Grade 4	71	99	97	71	99	97	71	99	97	100.0	100	100
Grade 5	85	80	99	85	80	99	84	80	99	100.0	100	100
All Grades	253	268	275	250	268	274	249	268	274	98.8	100	99.6

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2410.	2436.	2424.	19.15	21.35	17.95	22.34	32.58	28.21	21.28	23.60	26.92	37.23	22.47	26.92
Grade 4	2437.	2449.	2475.	7.04	13.13	18.56	25.35	25.25	26.80	29.58	24.24	30.93	38.03	37.37	23.71
Grade 5	2470.	2476.	2485.	16.67	11.25	22.22	14.29	18.75	13.13	22.62	35.00	21.21	46.43	35.00	43.43
Grade 11															
All Grades	N/A	N/A	N/A	14.86	15.30	19.71	20.48	25.75	22.26	24.10	27.24	26.28	40.56	31.72	31.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.34	28.09	25.64	39.36	51.69	48.72	38.30	20.22	25.64
Grade 4	11.27	16.16	24.74	45.07	42.42	48.45	43.66	41.41	26.80
Grade 5	15.48	10.00	17.17	40.48	47.50	40.40	44.05	42.50	42.42
Grade 11									
All Grades	16.87	18.28	22.26	41.37	47.01	45.62	41.77	34.70	32.12

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.53	20.22	17.95	42.55	55.06	55.13	31.91	24.72	26.92
Grade 4	9.86	15.15	18.56	59.15	47.47	54.64	30.99	37.37	26.80
Grade 5	15.48	11.25	15.15	44.05	56.25	54.55	40.48	32.50	30.30
All Grades	17.67	15.67	17.15	47.79	52.61	54.74	34.54	31.72	28.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.02	21.35	17.95	61.70	59.55	60.26	21.28	19.10	21.79
Grade 4	11.27	15.15	19.59	53.52	56.57	58.76	35.21	28.28	21.65
Grade 5	9.52	10.00	12.12	64.29	66.25	58.59	26.19	23.75	29.29
All Grades	12.85	15.67	16.42	60.24	60.45	59.12	26.91	23.88	24.45

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1425.8	1426.4	1456.6	1438.2	1447.9	1469.7	1396.6	1376.1	1425.9	25	28	14
1	1443.8	1455.9	1443.4	1462.2	1472.6	1468.4	1425.1	1438.8	1418.1	17	12	16
2	1500.4	1490.2	1500.0	1530.6	1515.8	1515.1	1469.7	1463.9	1484.5	15	13	15
3	1494.5	1517.9	1485.6	1502.0	1534.5	1491.5	1486.7	1500.9	1479.1	21	12	13
4	1538.4	1532.8	*	1549.5	1560.2	*	1526.8	1504.7	*	14	17	10
5	1561.0	1539.9	*	1573.3	1549.5	*	1548.4	1529.9	*	18	15	10
All Grades										110	97	78

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.00	14.29	28.57	28.00	50.00	28.57	52.00	17.86	35.71	8.00	17.86	7.14	25	28	14
1	11.76	8.33	12.50	11.76	33.33	31.25	64.71	50.00	37.50	11.76	8.33	18.75	17	12	16
2	13.33	23.08	33.33	66.67	61.54	40.00	13.33	0.00	20.00	6.67	15.38	6.67	15	13	15
3	14.29	33.33	15.38	38.10	50.00	38.46	38.10	8.33	23.08	9.52	8.33	23.08	21	12	13
4	28.57	35.29	*	57.14	35.29	*	14.29	17.65	*	0.00	11.76	*	14	17	*
5	50.00	26.67	*	38.89	46.67	*	0.00	20.00	*	11.11	6.67	*	18	15	*
All Grades	20.91	22.68	21.79	38.18	46.39	42.31	32.73	18.56	24.36	8.18	12.37	11.54	110	97	78

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	25.00	35.71	36.00	42.86	28.57	36.00	17.86	28.57	8.00	14.29	7.14	25	28	14
1	29.41	33.33	25.00	29.41	41.67	43.75	35.29	16.67	18.75	5.88	8.33	12.50	17	12	16
2	73.33	69.23	73.33	20.00	15.38	13.33	0.00	7.69	6.67	6.67	7.69	6.67	15	13	15
3	38.10	75.00	38.46	47.62	16.67	30.77	0.00	0.00	7.69	14.29	8.33	23.08	21	12	13
4	64.29	64.71	*	28.57	23.53	*	7.14	11.76	*	0.00	0.00	*	14	17	*
5	66.67	66.67	*	22.22	26.67	*	0.00	0.00	*	11.11	6.67	*	18	15	*
All Grades	45.45	51.55	51.28	31.82	29.90	25.64	14.55	10.31	12.82	8.18	8.25	10.26	110	97	78

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		7.14	21.43		21.43	14.29		35.71	57.14		35.71	7.14		28	14
1		8.33	6.25		16.67	12.50		41.67	37.50		33.33	43.75		12	16
2		7.69	6.67		46.15	40.00		15.38	33.33		30.77	20.00		13	15
3		8.33	0.00		41.67	23.08		41.67	46.15		8.33	30.77		12	13
4		5.88	*		29.41	*		29.41	*		35.29	*		17	*
5		6.67	*		26.67	*		46.67	*		20.00	*		15	*
All Grades	11.82	7.22	8.97	20.00	28.87	24.36	40.91	35.05	43.59	27.27	28.87	23.08	110	97	78

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	21.43	50.00	68.00	57.14	42.86	12.00	21.43	7.14	25	28	14
1	47.06	41.67	37.50	41.18	50.00	56.25	11.76	8.33	6.25	17	12	16
2	46.67	46.15	46.67	46.67	38.46	46.67	6.67	15.38	6.67	15	13	15
3	19.05	16.67	23.08	66.67	66.67	46.15	14.29	16.67	30.77	21	12	13
4	35.71	41.18	*	64.29	47.06	*	0.00	11.76	*	14	17	*
5	44.44	13.33	*	44.44	73.33	*	11.11	13.33	*	18	15	*
All Grades	33.64	28.87	33.33	56.36	55.67	57.69	10.00	15.46	8.97	110	97	78

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	42.86	28.57	56.00	42.86	57.14	24.00	14.29	14.29	25	28	14
1	29.41	25.00	18.75	47.06	66.67	68.75	23.53	8.33	12.50	17	12	16
2	86.67	69.23	73.33	6.67	23.08	20.00	6.67	7.69	6.67	15	13	15
3	70.00	91.67	61.54	20.00	0.00	15.38	10.00	8.33	23.08	20	12	13
4	71.43	88.24	*	28.57	11.76	*	0.00	0.00	*	14	17	*
5	88.89	93.33	*	0.00	0.00	*	11.11	6.67	*	18	15	*
All Grades	57.80	65.98	56.41	28.44	25.77	32.05	13.76	8.25	11.54	109	97	78

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.00	7.14	21.43	84.00	60.71	78.57	8.00	32.14	0.00	25	28	14
1	11.76	8.33	6.25	29.41	58.33	31.25	58.82	33.33	62.50	17	12	16
2	20.00	0.00	6.67	46.67	61.54	66.67	33.33	38.46	26.67	15	13	15
3	9.52	8.33	0.00	42.86	66.67	46.15	47.62	25.00	53.85	21	12	13
4	14.29	0.00	*	64.29	58.82	*	21.43	41.18	*	14	17	*
5	16.67	20.00	*	72.22	60.00	*	11.11	20.00	*	18	15	*
All Grades	12.73	7.22	10.26	58.18	60.82	57.69	29.09	31.96	32.05	110	97	78

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	24.00	17.86	50.00	24.00	35.71	21.43	52.00	46.43	28.57	25	28	14
1	11.76	8.33	6.25	58.82	75.00	68.75	29.41	16.67	25.00	17	12	16
2	13.33	23.08	33.33	66.67	53.85	53.33	20.00	23.08	13.33	15	13	15
3	19.05	16.67	0.00	57.14	75.00	84.62	23.81	8.33	15.38	21	12	13
4	21.43	17.65	*	64.29	76.47	*	14.29	5.88	*	14	17	*
5	55.56	13.33	*	33.33	73.33	*	11.11	13.33	*	18	15	*
All Grades	24.55	16.49	16.67	48.18	60.82	66.67	27.27	22.68	16.67	110	97	78

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
528	65.5%	17.8%	0.9%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	94	17.8%
Foster Youth	5	0.9%
Homeless	14	2.7%
Socioeconomically Disadvantaged	346	65.5%
Students with Disabilities	61	11.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	4.4%
American Indian	0	0.0%
Asian	35	6.6%
Filipino	66	12.5%
Hispanic	236	44.7%
Two or More Races	62	11.7%
Pacific Islander	3	0.6%
White	103	19.5%

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Orange

Mathematics



Green

English Learner Progress



Red

School and Student Performance Data

Academic Performance English Language Arts

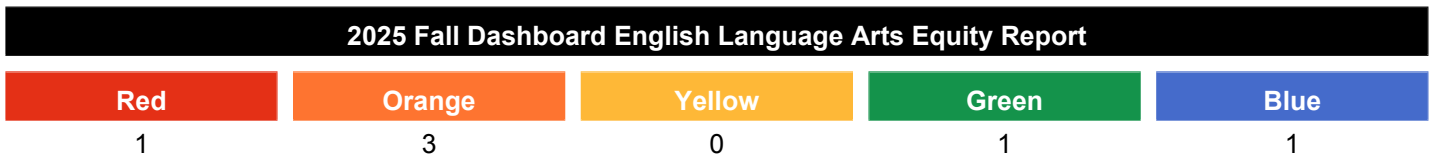
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>8.5 points below standard</p> <p>Maintained -1.1 points</p> <p>268 Students</p>	<p>English Learners</p> <p>Orange</p> <p>45 points below standard</p> <p>Declined 7.1 points</p> <p>56 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>26.4 points below standard</p> <p>Declined 6 points</p> <p>176 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>84.6 points below standard</p> <p>Declined 21.1 points</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>59.8 points below standard</p> <p>13 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>27.1 points above standard</p> <p>Declined 6.6 points</p> <p>22 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>13 points above standard</p> <p>Increased 15 points</p> <p>36 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>38.1 points below standard</p> <p>Declined 6.2 points</p> <p>116 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>18.7 points above standard</p> <p>Increased 5.4 points</p> <p>35 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>27 points above standard</p> <p>Declined 4 points</p> <p>44 Students</p>

School and Student Performance Data

Academic Performance Mathematics

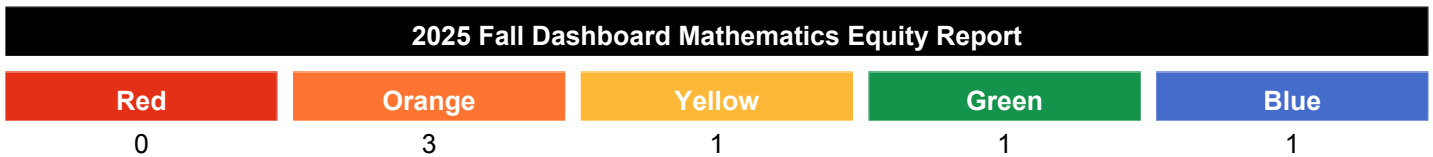
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>21.8 points below standard</p> <p>Increased 4.9 points</p> <p>268 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>50.9 points below standard</p> <p>Increased 8.3 points</p> <p>56 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>39.9 points below standard</p> <p>Maintained 2.1 points</p> <p>176 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>69.1 points below standard</p> <p>Declined 11.7 points</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>87.5 points below standard</p> <p>13 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>21.6 points above standard</p> <p>Declined 6.7 points</p> <p>22 Students</p>	<p>Filipino</p>  <p>Green</p> <p>0.6 points below standard</p> <p>Increased 8.9 points</p> <p>35 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>53.6 points below standard</p> <p>Maintained -0.6 points</p> <p>117 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>8.1 points above standard</p> <p>Increased 4.1 points</p> <p>35 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>21 points above standard</p> <p>Increased 19.5 points</p> <p>44 Students</p>

School and Student Performance Data

Academic Performance Science

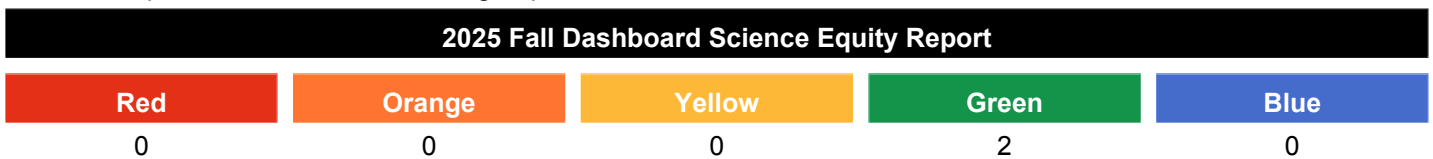
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>54.6 science points</p> <p>Increased 4.6 points</p> <p>99 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>46.7 science points</p> <p>Increased 4.7 points</p> <p>23 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>51.6 science points</p> <p>Increased 6 points</p> <p>65 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>40.5 science points</p> <p>Declined 7.7 points</p> <p>13 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>66 science points</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>57.1 science points</p> <p>11 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>46.4 science points</p> <p>Increased 3 points</p> <p>42 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>63.3 science points</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>62.6 science points</p> <p>Increased 4.3 points</p> <p>17 Students</p>

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 43.3 making progress. Number Students: 60 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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.

2025 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
18.3%	38.3%	0%	43.3%

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">All Students</th> </tr> <tr> <td style="text-align: center;">  Yellow </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">17.3% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 3.8</td> </tr> <tr> <td style="text-align: center;">550 Students</td> </tr> </table>	All Students	 Yellow	17.3% Chronically Absent	Declined 3.8	550 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">English Learners</th> </tr> <tr> <td style="text-align: center;">  Yellow </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">17.3% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 8.1</td> </tr> <tr> <td style="text-align: center;">104 Students</td> </tr> </table>	English Learners	 Yellow	17.3% Chronically Absent	Declined 8.1	104 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Long-Term English Learners</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr> <td style="text-align: center;">Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td style="text-align: center;">6 Students</td> </tr> </table>	Long-Term English Learners	 No Performance Color	Fewer than 11 students - No Data for Privacy	6 Students
All Students																
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Foster Youth</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr> <td style="text-align: center;">Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td style="text-align: center;">6 Students</td> </tr> </table>	Foster Youth	 No Performance Color	Fewer than 11 students - No Data for Privacy	6 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Homeless</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">28.6% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Increased 12.8</td> </tr> <tr> <td style="text-align: center;">21 Students</td> </tr> </table>	Homeless	 No Performance Color	28.6% Chronically Absent	Increased 12.8	21 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Socioeconomically Disadvantaged</th> </tr> <tr> <td style="text-align: center;">  Orange </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">21.5% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 2.6</td> </tr> <tr> <td style="text-align: center;">372 Students</td> </tr> </table>	Socioeconomically Disadvantaged	 Orange	21.5% Chronically Absent	Declined 2.6	372 Students
Foster Youth																
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372 Students																

<p>Students with Disabilities</p>  <p>Yellow</p> <p>14.3% Chronically Absent</p> <p>Declined 6.7</p> <p>84 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>20% Chronically Absent</p> <p>Declined 5</p> <p>25 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>5.3% Chronically Absent</p> <p>Declined 2.6</p> <p>38 Students</p>	<p>Filipino</p>  <p>Green</p> <p>2.9% Chronically Absent</p> <p>Declined 6.8</p> <p>69 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>24.4% Chronically Absent</p> <p>Declined 3.2</p> <p>246 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>15.6% Chronically Absent</p> <p>Declined 3.4</p> <p>64 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Yellow</p> <p>13.3% Chronically Absent</p> <p>Declined 3.7</p> <p>105 Students</p>

School and Student Performance Data

Conditions & Climate Suspension Rate

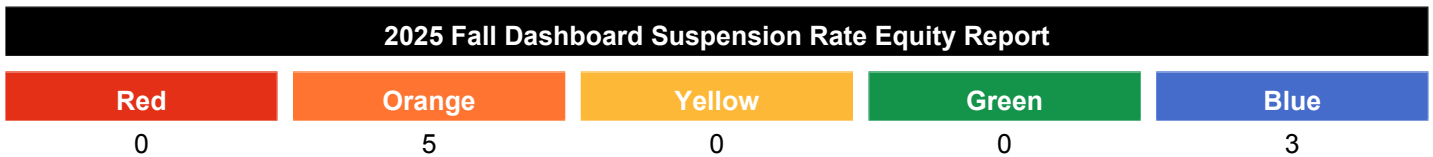
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 1.4%</p> <p>558 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>107 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>4.8% suspended at least one day</p> <p>Increased 4.8%</p> <p>21 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.8%</p> <p>379 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>3.4% suspended at least one day</p> <p>Increased 3.4%</p> <p>88 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>25 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>38 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>70 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 2%</p> <p>251 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 1.6%</p> <p>64 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.9%</p> <p>107 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, Filipino and Student with Disabilities. The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: Students with Disabilities, English Learners, Hispanic and 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
Aeries Analytics and STAR Assessments	<p>STAR Winter 2025 Data indicates the following baseline:</p> <p>STAR Math 1-5 State Benchmark: Standard Exceeded/ Met: 49.7% Standard Nearly Met 26.5% Standard Not Met 23.8%</p> <p>MLL STAR Math Grades 1-5 State Benchmark: Standard Exceeded/ Met 52.1% Standard Nearly Met 27.4% Standard Not Met 20.6%</p> <p>STAR Reading 2-5 State Benchmark Standard Exceeded/ Met: 53.4% Standard Nearly Met 18.7% Standard Not Met 28.0%</p> <p>MLL STAR Reading 2-5 State Benchmark Standard Exceeded/ Met: 14.3% Standard Nearly Met 10.2% Standard Not Met 75.5%</p> <p>Kindergarten mCLASS Middle Of Year Composite Score Above/At 43% Below 17% Well Below 40%</p> <p>1st Grade mCLASS Middle Of Year Composite Score Above/ At 43% Below 14% Well Below 43%</p> <p>2nd Grade mCLASS Middle Of Year Composite Score Above/ At 54% Below 18% Well Below 28%</p>	<p>By winter 2026, End of Year mCLASS K-2 ELA scores will increase by 8-10% with 58% of Multilingual Learners meeting or exceeding proficiency.</p> <p>By May 2027, 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 2027, End of Year STAR Math scores will increase by 8-10% with 55% of Multilingual Learners meeting or exceeding proficiency.</p> <p>By May 2027, 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 2027, 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	<p>Teachers will participate in professional development that focuses on evidence based research on phonemic awareness, systematic phonics, fluency, vocabulary, high quality interactions, comprehension instruction, handwriting without tears, writing revolution and LETRS training & coaching.</p> <p>State and district allotted intervention funding will be used to support literacy instruction. Donaldson</p>	All students	2,611.00 0003 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Way will use STAR Reading, FIAB's and CAASPP data to determine grade level areas of need to focus on literacy instruction and after-school literacy intervention.</p> <p>PLC's will get 3 days of professional development to implement the 15 day challenge for continuous data cycles focusing on student learning.</p> <p>Sub release time will be provided to allow teachers time to attend professional development, data analysis, learning walks, coaching and time for guaranteed and viable.</p> <p>Two roving sub days per month for IEPs.</p> <p>New teachers to DW will receive sub release time to work alongside their Mentor teacher.</p> <p>DWES will have after school ELOP literacy Intervention support.</p>		
<p>1.2</p>	<p>Teachers will participate in professional development with District Academic Specialists around math priority standards and pacing guides.</p> <p>State and district allotted intervention funding, such as ELOP Funding, will be used to support math instruction. Donaldson Way will use STAR math, math FIAB's and CAASPP data to determine grade level areas of need to focus on math instruction and after-school math intervention.</p> <p>PLC's will get 3 days of professional development to implement the 15 day challenge for continuous data cycles focusing on student learning.</p> <p>Two roving sub days per month for IEPs.</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>Teachers providing intervention support will be released periodically to develop intervention instructional plans, set goals for students and analyze math CAASPP and STAR math data.</p> <p>Sub release time will be provided to allow teachers time to attend professional development, data analysis, learning walks, IEP meetings, coaching and time for guaranteed and viable.</p>	<p>All students</p>	<p>2,611.00 0003 - Supplemental</p>
<p>1.3</p>	<p>K-2 sub release time to administer Mclass assessments to their own students.</p> <p>Professional Learning Communities will use Mclass assessment data to make decisions on instruction and monitoring student progress focusing on</p>	<p>All Students</p>	<p>2,765.00 0003 - Supplemental</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>moving students from standard nearly met to standard met or exceeded.</p> <p>An Extra Work Requisition (EWR) will be provided to teachers, to develop 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>		

Annual Review

SPSA Year Reviewed: 2025-26

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.

Overall, the strategies and activities implemented to achieve this goal were largely effective, as evidenced by increases in both math and reading achievement across grade levels. Most students demonstrated measurable growth, with particular gains among “bubble” students. In mathematics, all 5th-grade teachers showed student growth, and there was a clear shift in performance distribution with fewer Level 1 (red) students and more Level 3 (blue) students. In reading, 7 out of 10 teachers across grades 3–5 showed growth. As a school, we are within 0.61% in Reading and 0.60% in Math of meeting the NVUSD goal, indicating strong overall progress.

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

There were no significant differences between the intended implementation and the budgeted expenditures for this goal. Resources were used largely as planned to support curriculum implementation, assessment tools, and professional learning. However, instructional teams identified a need for additional collaborative time beyond what was originally structured. In response, the school adjusted schedules to include a two-hour PLC once per month to provide deeper opportunities for data analysis, instructional planning, and alignment. This adjustment was made within existing resources and did not require substantial changes to the original budget, but it did represent a shift in how time was allocated to better support implementation fidelity.

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.

Based on this analysis, refinements will be made to instructional strategies rather than to the overall goal or metrics. A more targeted approach will be implemented at specific grade levels to address identified areas of need. In 4th-grade math, where data showed a decline, instruction will be adjusted using STAR Math data to identify priority standards, FIAB as pre- and post-assessments, and focused instructional strategies to support growth, particularly in equivalent fractions. Math pacing guides will be used more intentionally to ensure alignment with priority standards.

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.

By June 2027, 80% of multilingual learners will advance at least one level on the ELPAC.

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, ELPAC prep 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 and 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.

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 2025	Baseline 2025: MLL students are 45 points below standards in ELA. MLL students are 50.9 points below standards in Math. 43.3% of MLL students are making progress on state ELPAC test. 38.3% of MLL students maintained their ELPI level 18.3% of MLL students decreased at least 1 ELPI level	Increase the percentage of MLL 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
2.1	Teachers will use language frames, require students to respond in complete sentences and implement structured partner talk to ensure MLL participate in grade level discourse during both designated and integrated ELD blocks. Students will receive at least 150 minutes of Designated ELD per week from their primary	All MLL Students,	615.00 0003 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>classroom teacher, using differentiated small group instruction.</p> <p>By May 2027, Donaldson Way will increase ELAC parent participation and leadership by moving at least 60% of regularly attending parents from involvement (attendance at meetings) to active engagement (contributing to discussions, committees or school initiatives).</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>English Learner Students will be invited to participate in the ELOP (Extended Learning Opportunity Program) After School Program for English Language Arts, ELPAC prep and Mathematics support.</p> <p>An Extra Work Requisition (EWR) for certificated and classified staff will be given as needed to support ELD instruction, ELPAC Testing and professional development.</p>		
2.2	<p>Donaldson Way will purchase supplemental materials for small group instruction around literacy and numeracy development.</p> <p>In addition, professional development, training and/or conferences will be included for the site principal and teacher leader(s).</p> <p>Teachers will be paid additional collaboration and planning time to incorporate new learnings from professional learning opportunities.</p>	All students	401.00 0003 - Supplemental

Annual Review

SPSA Year Reviewed: 2025-26

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.

Data from the 2025 school year shows that 43.3% of MLL students progressed at least one ELPI level, representing an 18.2% decline from the previous reporting period. Furthermore, 38.3% of MLL students maintained their current ELPI level. While the maintaining of levels demonstrates a degree of stability, the decline in progression suggests a need to further refine the alignment between D-ELD instruction and the specific linguistic demands tested during the ELPAC.

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 the 2025 year.

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

For the 26/27 school year, we will implement an year long after school ELPAC preparation program. Multilingual learners who were close to passing the ELPAC will attend the after school program so our MLL students are redesignated before promoting to the middle school (Strategy/Activity 2.1).

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.

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.

21.5% of Socioeconomically Disadvantaged students were chronically absent, were 36.4 points below standard in ELA and were 39.9 points below standard in math. Data also shows that even though chronic absenteeism declined 2.6% this group continues to have high absenteeism. Needs assessment data indicates a need to increase opportunities to engage with the principal and school staff on the importance of regular school attendance and academic supports to increase student learning.

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.</p> <p>Weekly Sunday Parent Square communication has been used to further engage and inform the school community.</p> <p>Parents require further engagement and participation in school wide announcements and specialized groups such as SSC, ELAC and PTA</p>	95% of Donaldson Way parents are contactable	<p>100% of families will be contactable and enrolled in Parent Square October 1, 2026-June 1, 2027</p> <p>50% of Donaldson Way parents/family members will join the Donaldson Way Parent Teacher Organization</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 4 required meetings</p> <p>100% of English Language Advisory Council Members will attend all 4 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>Staff will communicate with families using appropriate platforms (ie., parent square, Google Classroom, monthly newsletters).</p> <p>Hold a parent trainings 4 times a year that will focus on regular attendance, Math, Literacy, cell phone use and changes in adolescence for 5th grade families to ensure parent connectedness and ability to support the students.</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
3.1	<p>Donaldson Way will form a strong Parent Leadership Team with our School Site Council, English Language Advisory Council and Parent Teacher Association.</p> <p>For the 26/27 school year Donaldson Way will gather parent feedback on the vision and mission of the school, will host a Cultural Celebration Night in our new Multi Use Room where we can build belonging by recognizing and honoring the diversity within the school community and turning difference into a point of connection.</p>	All students	No Cost

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Principal and Parent Liaison will incorporate Parent Learning Nights to address students needs. These Parent Learning Nights will incorporate lessons on importance of regular attendance, Toolbox, Second Step, Positive Behavior and Support, changes in the teenage brain and how to monitor your child's cell phone (5th Grade).</p> <p>Principal sends a weekly newsletter to families each week with school information, academic information and supports and social emotional tips for parents regarding students.</p>		
3.2	<p>Donaldson Way has a 0.4 FTE Parent Liaison at the site to make connections with parents, students, and community members. This includes our work with chronic absenteeism, academic achievement, outreach and communication specific to strengthening ELAC participation.</p> <p>Donaldson Way will host four ELAC meetings per year and more as needed to share site ELD program, targeted after-school program for MLL students and school-wide goals.</p>	All students	No Cost
3.3	Coffee with the Principal that emphasize the importance of attending school, academics and social emotional support and how this correlates with student achievement while also listening to parents about how Donaldson Way can be more effective.	All students	No Cost
3.4	Donaldson Way will continue using Parentsquare to ensure parents can access critical information to support their child's learning.	All students	No Cost

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The English Language Advisory Committee only had one member who was the ELAC President and DELAC representative. The goal this year was to fill all of the ELAC Board positions and Donaldson Way has not met this goal, but now has 4 parents. Donaldson Way has a President, VP, Parliamentary and DELAC representative. Donaldson Way challenges include having the members of ELAC becoming the leaders of the ELAC meetings and not being bystanders. The school site council will be new members and the PTA will continue to be very active on campus and help to ensure students, staff, and families feel an increased sense of belonging and welcome.

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 any 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 during monthly awards ceremonies. (Strategy/Activity 3.2, 3.3, 3.4).

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, 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 and California Dashboard: Chronic Absenteeism	Chronic Absenteeism Overall Rate: 17.3% (Declined 3.8%) Students with Disabilities Subgroup: 14.3% (Declined 6.7%) Two or More Races Subgroup: 15.6% (Declined 3.4%) English Learners Subgroup: 17.3% (Declined 8.1%) Asian Subgroup: 5.3% (Declined 2.6%) Filipino Subgroup: 2.9% (Declined 6.8%) Hispanic Subgroup: 24.4% (Declined 3.2%) Socioeconomically Disadvantaged Subgroup: 21.5% (Declined 2.6%) White Subgroup: 13.3% (Declined 3.7%)	Decrease chronic Absenteeism rate to 15% and reduce chronic absenteeism in all subgroups to no higher than 15%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Donaldson Way has an assigned counselor who will work with students in small groups or 1:1 support services based on need. The Counselor assigned to Donaldson Way will work with teachers and site staff to embed Tier I Social Emotional Learning (SEL) strategies throughout the day such as Toolbox and PBIS.</p> <p>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 additional support. These employees will be given an EWR as needed.</p> <p>Additional supervision assistant support for before school supervision.</p> <p>Clerical support to schedule subs, additional student monitoring and independent study packets.</p>	All students	4,773.00 0003 - Supplemental
4.2	<p>The COST team will oversee the Chronic Absenteeism, chronic tardies, academic interventions, student wellness and pre referral interventions. The COST 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.</p> <p>The Principal, parent liaison and the attendance clerk will specifically address socioeconomically disadvantaged students who are experiencing chronic absenteeism. 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.</p>	All students	No Cost
4.3	<p>With a new MUR Donaldson Way will have inclusive school assemblies and events so students get exposed to a variety of cultures and stories in an engaging, fun way. It breaks down stereotypes and makes diversity feel like a celebration.</p> <p>Donaldson Way start the Safe School Ambassador program which is an evidence-based, social-emotional (SEL) long-term prevention program in grades 4-12 focused on improving school climate and safety by changing social norms. It is student-centered and student-led. Selected influential students from diverse groups across campus are equipped and empowered to safely intervene when they witness bullying, cyberbullying and other forms of mistreatment and harmful behaviors.</p>	All Students.	No Cost
4.4	Donaldson Way will have clear emergency protocols & regular drills where we will regularly	All students	No Cost

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>practice fire, earthquake, lockdown, and evacuation drills. We will Post simple, visual instructions in every room.</p> <p>Donaldson Way has traffic safety with Student Safety Patrol monitored by parent volunteer Mr. Quisenberry where students monitor drop-off with clear signage, use safety vests and ensure safe student transitions.</p> <p>DWES will start a School Climate Team that will include students, staff, and parents who meet regularly to assess and improve campus safety, cleanliness, and security. This allows for continuous feedback and shared ownership of school wellbeing.</p>		
4.5	<p>Donaldson Way hired a .4 Art Teacher who collaborates with classroom teachers in order to design art lessons that are closely aligned with units and projects taking place in the classroom.</p> <p>Donaldson Way will purchase agreed upon art materials to enhance the new art program and will also use funds for the visual and performing arts.</p> <p>To further support student engagement and creative expression, Donaldson Way will offer a variety of teacher-led art clubs designed to refine foundational techniques and artistic skills.</p>		80,450.00 6770 - Prop 28

Annual Review

SPSA Year Reviewed: 2025-26

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.

At Donaldson Way, the strategic and integrated implementation of BEST (Building Effective Schools Together), PBIS, and MTSS frameworks has served as the foundation for improving student attendance and engagement. By pairing these tiered behavioral supports with high-visibility awards ceremonies, the site has successfully fostered a culture of belonging and positive reinforcement. These efforts resulted in a 3.8% decrease in chronic absenteeism during the 2024-2025 school year. While this trend demonstrates that our school-wide systems are gaining traction, the site remains committed to further closing the gap, with an ultimate goal of reducing the chronic absenteeism rate to below 15% for the 26/27 school year. For the 25/26 school year Donaldson Way was not able to get the School Climate Team together.

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 and pay teachers for after school art clubs.

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. Also having students and parents involved in school climate team will be vitally important in the development of improving the school safety and climate for all students, staff and parents. Donaldson Way will also have after school art clubs and implement the Safe School Ambassadors program. (Strategy/Activity 4.4).

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	\$94,226.00
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 (\$)

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	\$13,776.00
6770 - Prop 28	\$80,450.00

Subtotal of state or local funds included for this school: \$94,226.00

Total of federal, state, and/or local funds for this school: \$94,226.00

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	13,776.00
6770 - Prop 28	80,450.00

Expenditures by Budget Reference

Budget Reference	Amount
	86,688.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0003 - Supplemental	13,776.00
	6770 - Prop 28	80,450.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,987.00
Goal 2	1,016.00
Goal 4	85,223.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

Name of Members	Role
James Dennis	Principal
Diane Messner	Classroom Teacher
Alexis Stepney	Parent or Community Member
Fayza Hamid	Parent or Community Member
Whitney Westbrook	Classroom Teacher
Alex Katmeros	Parent or Community Member
Christa King	Parent or Community Member
Vanessa Placencia	Parent or Community Member
Kim Than	Classroom Teacher
Lynette Carter	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 12, 2026.

Attested:



Principal, James Dennis on 5/14/2026



SSC Chairperson, Christa King on 5/14/2026

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/>

Updated by the California Department of Education, October 2023