



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cherry Chase Elementary	43696906049167	May 9, 2023	August 10, 2023

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Students with disabilities and students who are Hispanic were identified as performing very high in the area of chronic absenteeism.

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

This plan is closely aligned with our district LCAP. Goals 1-5 are based directly on LCAP goals.

Community Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

During the 2022-23 school year, the School Site Council reviewed portions of the existing SPSA and gave input on each goal area in preparation for the annual update. Those meetings were held on the

following dates: September 13, 2022, October 18, 2022, January 10, 2023, March 7, 2023, April 25, 2023, and May 9, 2023.

Parents and staff members had the opportunity to provide feedback and input on modifications to the current plan and new LCAP goals at the April 25 meeting via a survey using school data provided to them and in an in-person discussion at the May 9 meeting.

Also, the School Site Council reviewed the new goals for the District's Local Control and Accountability Plan (LCAP) on May 9, 2023. The SSC members provided substantive feedback and input that informed the goals, actions, and strategies in the 2023-24 School Plan for Student Achievement (SPSA). The School Site Council will continue to review student data to monitor progress toward new goals in the 2023-24 School Plan for Student Achievement (SPSA). Those meetings will be held on the following dates: September 12, 2023, October 10, 2023, November 7, 2023, February 6, 2024, March 7, 2024, April 9, 2024, and May 7, 2024.

The Cherry Chase ELAC team reviewed the District's Local Control and Accountability Plan (LCAP) on March 23, 2023. On March 23, 2023, and April 27, 2023, the ELAC members provided substantive feedback and input that informed the goals, actions, and strategies in the 2023-24 School Plan for Student Achievement (SPSA). In addition, the ELAC will continue to review the plan's elements at meetings held on September 7, 2023, October 19, 2023, December 7, 2023, February 8, 2024, March 21, 2024, and April 25, 2024. Parents present at that meeting have the opportunity to give input on the SPSA as it relates to English Learners.

The school site Leadership Team will provide additional input through emails and discussions at its September 19, 2023, meeting. Administrators also solicited feedback on the proposed goals for the 2022-2023 SPSA from the site leadership team on September 18, 2023.

A 2023-24 SPSA copy will be updated annually in the Staff Handbook. Administrators will share an update on the 2023-24 SPSA at the September 26, 2023, staff meeting. Administrators will continue to solicit input on the 2023-24 SPSA from the site leadership team and staff at the September leadership team meeting and staff meeting, respectively.

Once the SSD Board of Education approves the plan, a digital copy of the CCE Handbook will be available to staff members.

As we implement these goals, all community partners are committed to developing lifelong learners by providing exemplary education in a welcoming, joy-filled community where everyone feels safe, valued, and prepared to contribute to an ever-changing world.

Resource Inequities

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

Not Applicable

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

- The percentage of students in grades 1st - 5th scoring proficient or above will increase from 86% to 91%, as measured by the Spring 2024 NWEA Math Growth Report.
- The percentage of English Learner students in grades 1st - 5th scoring proficient or above will increase from 60% to 65%, as measured by the Spring 2024 NWEA Math Growth Report.
- The percentage of students in grades 3rd - 5th scoring proficient or above will increase from 86% to 91%, as measured by the Spring 2024 NWEA Math Growth Report.
- The percentage of English Learner students in grades 3rd-5th scoring proficient or above will increase from 55% to 60%, as measured by the Spring 2024 NWEA Math Growth Report.
- The percentage of students scoring proficient or above in grades 3-5 will increase from 84% to 89% by 2024, as measured by the CAASPP Smarter Balanced Math Assessment.
- The percentage of English Learner students scoring proficient or above in grades 3-5 will increase from 52% to 57% by 2024, as measured by the CAASPP Smarter Balanced Math Assessment.

Subject

Mathematics

LCAP Goal

Provide high quality, equitable and responsive instruction for ALL students, to prepare them for college and/or career readiness

Identified Need

- The percentage of students in grades 1st- 5th scoring at Cherry Chase Elementary who are not performing at grade level in Math is 14%, as measured by the Spring 2023 NWEA Math Growth Report. In addition, 1st-5th grade English Learner students demonstrated an increase in the percentage of students performing proficient or above from 55% to 60%, measured by the Spring 2022 NWEA Math Growth Report.
- A learning focus at Cherry Chase is that K-5 teachers and administrators will engage in professional development, including coaching and planning time, on the Illustrative Mathematics curriculum and best pedagogical practices aligned with SSD's Vision for Math and best instructional practices to improve students' mathematical understanding and learning.
- Cherry Chase will continue to focus also on developing a deeper understanding of a balanced math block across all grade levels. An instructional focus at Cherry Chase continues to include explicit teaching of mathematical academic language to access the curriculum and work on the vertical alignment of standards-based academic language in math across all grade levels. We continue to implement and strengthen instructional practices in designated ELD and integrated ELD strategies and differentiated instruction for all students, especially EL students and targeted students. Another area of need is the lack of consistency within grade levels and across grades to provide a dELD

block within the daily schedule. Effective and targeted dELD mathematics instruction focusing on academic language continues to be a school-wide need.

Our teachers have identified a need to focus on continuing to develop strategies for implementing Universal Design for Learning (UDL) in addition to deepening and refining our work focusing on culturally and linguistically responsive and trauma-informed practices, small group differentiated instruction, academic discourse and the 5 Cs (Collaboration, Communication, Critical Thinking, Creativity, and Compassion).

We will use Sunnyvale School District's Vision for Math to determine the next steps with specific actions and strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA-Math Growth Report	86% (NWEA Math) of all students in grades 1st-5th scored proficient or above in Math	By the Spring of 2024, 91% of all students in grades 1st-5th will score proficient or above in Math
NWEA -Math Growth Report	60% of all ELL students in grades 1st-5th scored proficient or above in Math	By the Spring of 2024, 65% of all ELL students in grades 1st-5th will score proficient or above in Math
CAASPP Smarter Balanced Math Assessment	84% of all students in grades 3rd-5th scored proficient or above in Math	By the Spring of 2024, 89% of all students in grades 3rd-5th will score proficient or above in Math
CAASPP Smarter Balanced Math Assessment	52% of all ELL students in grades 3rd-5th scored proficient or above in Math	By the Spring of 2023, 57% of all ELL students in grades 3rd-5th will score proficient or above in Math.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

K-5 teachers and administrators will engage in professional development, including coaching and planning time, on the Illustrative Mathematics curriculum and best pedagogical practices aligned with SSD's Vision for Math and best instructional practices to improve students' mathematical understanding and learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners and Targeted Students

Strategy/Activity

The Cherry Chase instructional coach will provide ongoing support for implementing instructional strategies through activities such as, but not limited to: guided peer observations, coaching cycles, model lessons, and onsite professional development. Activities will be in alignment with the site-based professional development plan.

The Cherry Chase instructional coach will provide professional development, and coaching support, conduct observations, and provide feedback for the effective implementation of mathematical practices aligned with the newly adopted Math curriculum, Illustrative Math.

During the scheduled meeting time, the instructional coach will support teachers to:

1. Identify standards-based academic language and work collaboratively with teachers to support the academic success of all students in mathematics, mainly English Learners and targeted students. For example, the teacher will participate in coaching cycles around math language functions and the math framework.
2. Teachers will strategically use formative assessments to analyze student performance data to identify areas of need and align classroom instruction to the specified need and guide MTSS Tier 1 interventions in the classroom.

This work will be supported by onsite and district coaching, Professional Development (PD), and formal/informal observation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

130,168.50

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners and Targeted Students

Strategy/Activity

K-5 teachers will engage in Professional Development on the newly adopted curriculum for Math during the school year.

District-wide Virtual PD-October 16, 2023

Part 2 Illustrative Math PD-November 7, 2023

Part 3 Illustrative Math PD-January 9, 2024

All staff will participate in professional development to expand instructional practices that support students with unique needs (and offer said practices to all students - as what is beneficial for some students is generally beneficial for all) in mathematics:

1. English learners are supported through Designated and Integrated ELD PD and ongoing coaching with a focus on language function use
2. Neurodiverse students, English learners, and students with IEPs supported through PD and regular grade-level collaboration,
3. PD and ongoing embedded coaching in the application of UDL principles and practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners and Targeted Students

Strategy/Activity

TK-5 teachers will support EL students in Math during their daily Designated ELD scheduled time. Designated ELD will be built into the daily schedule and implemented daily in all classrooms. This strategy/activity will be repeated in goal #5.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Based on substitute availability, teachers in each grade level will have access to a day to plan Designated ELD lessons with the support of the CCE instructional coach. These lessons will be designed to support English acquisition connected to the mathematics content area. This strategy/activity will be repeated in goal #5.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

SITE

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students, English Learners, and Targeted Students

Strategy/Activity

Based on substitute availability, teachers in each grade level will get two half days to plan, collaborate, and align instructional practice focusing on targeted students and include ELD strategies and academic interventions into their lessons.

Based on substitute availability, teachers in combo classes will have access to 2 additional substitute days to support planning for the combination classes. This will include a focus on ELD strategies and academic interventions in their lessons.

Based on substitute availability, teachers will be released by a substitute to participate in 1:1 meetings with administrators to co-create the MTSS Tier 1 Student Intervention Plans.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

SITE

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with a focus on EL Students and Targeted Groups

Strategy/Activity

Students needing additional academic support in Math (identified by the teacher through the MTSS process) will receive Pull-Out or Push-In targeted support from DSS TOSA or a Paraprofessional educator.

We will monitor the progress of all students with a particular focus on English learners and student groups in math through regular meetings of the MTSS Tier 1 and Tiers 2/3 Site Teams, English Learner Progress Monitoring meetings (ELPM), and regular grade-level collaboration. The Direct Student Services (DSS) TOSA and Site Instructional Coach will work in partnership with administrators, teachers, paras, and service providers to analyze student work and progress monitoring data and provide targeted, short-term small group or 1:1 intervention for students who qualify for Tier 2 or 3 supports. In addition, our 4/5 support para will provide short-term intervention for students who qualify for Tier 2 or 3 support in all grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

157,885.21

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The 2023-2024 target data is based on Trimester 2 assessments.

The 2023 Spring/Tri 2 data did not meet our target goal of 91% of the students scoring proficient or above in the NWEA for Math. Currently, the percentage of students scoring proficient or above in 1-5 grades is 86%, as measured by the Spring 2023 NWEA Math Growth Report.

We attribute not meeting the target goal of 91% to the implementation of an array of different curriculum resources that are not aligned within a grade level or along the grades school-wide. Some curriculum resources used included SFUSD math units of study, MARS tasks, Math Expressions (Board adopted curriculum), and PBL Units. Teachers continued to develop and refine their understanding of mathematical best practices.

During 2023-2024, K-5 teachers and administrators will engage in professional development, including coaching and planning time, on the Illustrative Mathematics curriculum and best pedagogical practices aligned with SSD's Vision for Math and best instructional practices to improve students' mathematical understanding and learning.

The percentage of English Learner students in grades 1st - 5th scoring proficient or above increased from 55% to 60% as measured by the Spring 2023 NWEA MAP Growth Report for math. This data highlights the consistent implementation dELD in the classroom and the support EL students have received from the DSS TOSA.

English Learners continue to be a focus population for Cherry Chase Elementary (Please refer to the identified need area section)

Briefly 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 major differences between the intended implementation and the 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.

Increased student math performance is anticipated due to the following:

1. New math curriculum, Illustrative Math,
2. Coaching support and cycles by a site-based instructional coach focused on effective math practices aligned with the math curriculum,
3. Coaching support and cycles by site-based instructional coach focused on dELD and iELD related to math,
4. Rebooting Data Team processes at the site aligned with MTSS.

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

<p>The percentage of students in kindergarten scoring proficient or above will increase from 81% to 86% by trimester 2, 2024, as measured by the Fountas and Pinnell Benchmark Assessment System (BAS).</p> <p>The percentage of English Learner students in kindergarten scoring proficient or above will increase from 76% to 80% by trimester 2, 2024, as measured by the Fountas and Pinnell Benchmark Assessment System (BAS).</p> <p>The percentage of students in 1st-grade scoring proficient or above will increase from 95% to 96% by trimester 2, 2024, as measured by the Fountas and Pinnell Benchmark Assessment System (BAS).</p> <p>The percentage of English Learner students in 1st-grade scoring proficient or above will increase from 89% to 91% by trimester 2, 2024, as measured by the Fountas and Pinnell Benchmark Assessment System (BAS).</p> <p>The percentage of students in 2nd-grade scoring proficient or above will increase from 93% to 95% by trimester 2, 2024, as measured by the Fountas and Pinnell Benchmark Assessment System (BAS).</p> <p>The percentage of English Learner students in 2nd-grade scoring proficient or above will increase from 72% to 75% by trimester 2, 2024, as measured by the Fountas and Pinnell Benchmark Assessment System (BAS).</p> <p>The percentage of students in grades 3rd - 5th scoring proficient or above will increase from 89% to 92% by trimester 2, 2024, as measured by the NWEA Reading Growth Report.</p> <p>The percentage of English Learner students in grades 3rd - 5th scoring proficient or above will increase from 75% to 78% by trimester 2, 2024, as measured by the NWEA Reading Growth Report.</p> <p>The percentage of students in grades 3rd-5th scoring proficient or above will increase from 80% to 85% by 2024 as measured by the CAASPP Smarter Balanced ELA Assessment.</p> <p>The percentage of English Learner students in grades 3rd - 5th scoring proficient or above in writing will increase from 29% to 40% by trimester 2, 2024, as measured by the CAASPP Smarter Balanced ELA Assessment.</p>
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Subject

English Language Arts

LCAP Goal

Provide high quality, equitable and responsive instruction for ALL students, to prepare them for college and/or career readiness

Identified Need

The percentage of students grades 2-5 scoring at Cherry Chase Elementary who are not performing at grade level in ELA is 11%, measured by the Spring 2023 NWEA. However, we saw an increase of 2% of our students in 2nd through 5th grades reaching proficiency level.

In addition, the percentage of English learners in grades 2-5 scoring at Cherry Chase Elementary who are not performing at grade level in English Language Arts is 25%, measured by the Spring 2023 NWEA. However, we saw an increase of 34% of English learners reaching proficiency levels in one year.

Consistent and aligned implementation of the Fountas and Pinnell curriculum will continue in all grade levels; new teachers will receive training and support. K-2 teachers will receive training on the newly adopted phonics curriculum, Really Great Reading, to supplement the Fountas and Pinnell curriculum. Training will continue to be provided to teachers throughout the year through coaching cycles with the Instructional Coach.

The effective and targeted designated and integrated ELD instruction focusing on academic language specific to each core content area continues to be a school-wide need. Cherry Chase will focus on developing a deeper understanding of a balanced ELA block across all grade levels. We continue to implement and strengthen instructional practices in designated ELD and integrated ELD strategies and differentiated instruction for all. We will continue to align and consistently provide a dELD block within the daily schedule within each grade level K-5. Teachers continued to develop and refine their understanding of dELD practices through ongoing professional development and coaching cycles.

An instructional focus at Cherry Chase continues to be the implementation of a Universal Design for Learning strategy to provide multiple points of entry for students to access the curriculum and demonstrate their learning across all grade levels.

In addition, Cherry Chase will continue to focus on the rigorous implementation of the Writer’s Workshop to accelerate the growth students demonstrate in Writing. Our site-based writing data demonstrate that 65% of all students demonstrate proficiency or above in any genre, as measured by internal district writing.

Another area of need is to continue to work with teachers to formalize the use of student performance data to drive instruction and to identify target skills to be reinforced in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grades 3-5 NWEA-Reading Growth Report	89% of students scored proficiency in grades 2-5 based on the 2023 Spring NWEA 75% of English Learner students scored proficiency in grades 2-5 based on the 2023 Spring NWEA	92% of students scoring proficiency in grades 2-5 based on the 2024 Spring NWEA 78% of English Learner students scoring proficiency in grades 2-5 based on the 2024 Spring NWEA
Kindergarten Fountas and Pinnell Benchmark Assessment System (BAS)	81% of students in Kindergarten scored proficient or above, as measured by the	86% of students in Kindergarten scoring proficient or above, as measured by the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2023 Trimester 2 Fountas and Pinnell Benchmark Assessment System (BAS)</p> <p>76% of English Learner students in Kindergarten scored proficient or above, as measured by the 2023 Trimester 2 Fountas and Pinnell Benchmark Assessment System (BAS)</p>	<p>Fountas and Pinnell Benchmark Assessment System (BAS) to be administered in the 2024 Trimester 2 assessment window.</p> <p>80% of students in Kindergarten scoring proficient or above, as measured by the Fountas and Pinnell Benchmark Assessment System (BAS) to be administered in the 2024 Trimester 2 assessment window.</p>
First Grade Fountas and Pinnell Benchmark Assessment System (BAS)	<p>95% of students in first grade scored proficient or above, as measured by the 2023 Trimester 2 Fountas and Pinnell Benchmark Assessment System (BAS)</p> <p>89% of English Learner students in First grade scored proficient or above, as measured by the 2023 Trimester 2 Fountas and Pinnell Benchmark Assessment System (BAS)</p>	<p>96% of students in first grade scoring proficient or above, as measured by the Fountas and Pinnell Benchmark Assessment System (BAS) to be administered in the 2024 Trimester 2 assessment window.</p> <p>91% of students in first grade scoring proficient or above, as measured by the Fountas and Pinnell Benchmark Assessment System (BAS) to be administered in the 2024 Trimester 2 assessment window.</p>
Second Grade Fountas and Pinnell Benchmark Assessment System (BAS)	<p>93% of students in second grade scored proficient or above, as measured by the 2023 Trimester 2 Fountas and Pinnell Benchmark Assessment System (BAS)</p> <p>72% of English Learner students in second grade scored proficient or above, as measured by the 2023 Trimester 2 Fountas and Pinnell Benchmark Assessment System (BAS)</p>	<p>95% of students in Kindergarten scoring proficient or above, as measured by the Fountas and Pinnell Benchmark Assessment System (BAS) to be administered in the 2024 Trimester 2 assessment window.</p> <p>75% of students in second grade scoring proficient or above, as measured by the Fountas and Pinnell Benchmark Assessment</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		System (BAS) to be administered in the 2024 Trimester 2 assessment window.
Grades 3-5 CAASPP	85% of students scored proficient or above in grades 3-5, as measured by the 2023 CAASPP Smarter Balanced ELA Assessment. 29% of English Learner students scored proficient or above in grades 3-5, as measured by the 2023 CAASPP Smarter Balanced ELA Assessment.	90% of students scoring proficient or above in grades 3-5, as measured by the 2024 CAASPP Smarter Balanced ELA Assessment. 40% of English Learner students scoring proficient or above in grades 3-5, as measured by the 202 CAASPP Smarter Balanced ELA Assessment.
3-5 Writing	65% of all students demonstrate proficiency or above by in any genre, as measured by internal district writing.	By June 2024, 70% of all students demonstrate proficiency in writing in any genre, as measured by internal district writing.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

K-5 Fountas and Pinnel implementation continues to be an area of focus as it continues to be our district-adopted curriculum. K-2 teachers will receive training on the newly adopted phonics curriculum, Really Great Reading, to supplement the Fountas and Pinnell curriculum. Training will continue to be provided to teachers throughout the year through coaching cycles with the Instructional Coach.

Training on FPC, designated and integrated ELD, and UDL will continue to be provided to TK-K-5 teachers throughout the year through coaching cycles with the Instructional Coach.

All teachers will also continue implementing Writer's Workshop to support students' academic growth in writing. Training will continue to be provided to teachers throughout the year through coaching cycles with the Instructional Coach.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, English Learners, and Targeted Students

Strategy/Activity

The Cherry Chase instructional coach will provide FPC and Writer’s Workshop professional development, coaching support, conduct observations, and provide feedback for the effective implementation of a rigorous ELA curriculum and support.

The Cherry Chase instructional coach will provide ongoing support for implementing instructional strategies through activities such as, but not limited to guided peer observations, coaching cycles, model lessons, and onsite professional development. Activities will be in alignment with the site-based professional development plan.

The Cherry Chase instructional coach will provide professional development, and coaching support, conduct observations, and provide feedback for the effective implementation of phonics instructional practices aligned with the newly adopted Phonics curriculum, Really Great Reading.

During the scheduled meeting time, the instructional coach will support teachers to:

1. Identify standards-based academic language and work collaboratively with teachers to support the academic success of all students in all content areas, mainly English Learners and targeted students. For example, the teacher will participate in coaching cycles around using the new phonics.
2. Teachers will strategically use formative assessments and benchmark assessments to analyze student performance data to identify areas of need and align classroom instruction to the specified need and guide MTSS Tier 1 interventions in the classroom.

This work will be supported by onsite and district coaching, Professional Development (PD), and formal/informal observation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a focus on EI Students and Targeted Groups

Strategy/Activity

Students needing additional academic support in Reading and Writing (identified by the teacher through the MTSS process using screening data) will receive Pull-Out or Push-In targeted support from DSS ToSA or a Paraprofessional educator.

We will monitor the progress of all students with a particular focus on English learners and student groups through regular meetings of the MTSS Tier 1 and Tiers 2/3 Site Teams, English Learner Progress Monitoring meetings (ELPM), and regular grade-level collaboration. The Direct Student Services (DSS) TOSA and Site Instructional Coach will work in partnership with administrators, teachers, paras, and service providers to analyze student work and progress monitoring data and provide targeted, short-term small group or 1:1 intervention for students who qualify for Tier 2 or 3 supports. In addition, our 4/5 support para will provide short-term intervention for students who qualify for Tier 2 or 3 support in all grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Based on substitute availability, teachers in each grade level will have access to a substitute day to receive PD and plan designated an integrated ELD lessons, with the support of the CCE instructional coach. These lessons will be designed to support English acquisition within the ELA content area (Reading and Writing)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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4,000	SITE
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

TK-5 teachers will support EL students in Reading and Writing during their daily designated ELD scheduled time and by implementing integrated ELD strategies throughout all lessons. Designated ELD will be built into the daily schedule and implemented daily in all classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students, English Learners, and Targeted Students

Strategy/Activity

K-2 teachers will engage in Professional Development on the newly adopted curriculum for Phonics, Really Great Reading during the school year.
Phonics PD:
September 5, 2023
November 15, 2023

All staff will participate in professional development to expand instructional practices that support students with unique needs (and offer said practices to all students - as what is beneficial for some students is generally beneficial for all) in Literacy:

1. English learners are supported through Designated and Integrated ELD PD and ongoing coaching with a focus dELD instuctional practices
2. Neurodiverse students, English learners, and students with IEPs supported through PD and regular grade-level collaboration,
3. PD and ongoing embedded coaching in the application of UDL principles and practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Based on the 2023 Trimester 2 data, grade levels K-5 increased the percentage of students scoring proficient or above in Reading measured by the Fountas and Pinnell Benchmark Assessment System or the NWEA in Reading.

The percentage of students in kindergarten scoring proficient or above increased from 67% (2022 Trimester 2) to 81%, as measured by the Spring 2023 Fountas and Pinnell Benchmark Assessment System (BAS) (Trimester 2).

The percentage of students in 1st grade scoring proficient or above increased from 86% (2022 Trimester 2) to 95% as measured by the Spring 2023 Fountas and Pinnell Benchmark Assessment System (BAS) (Trimester 2).

The percentage of students in 2nd grade scoring proficient or above increased from 87% to 93% as measured by the Spring 2023 Fountas and Pinnell Benchmark Assessment System (BAS) (Trimester 2).

The percentage of students in grades 3rd - 5th scoring proficient or above will increase from 87% to 90% as measured by the spring 2023 NWEA MAP Growth Assessment.

68 students received MTSS Level 1 intervention in the classroom by the teacher.

43 out of 68 students are meeting grade-level standards by the end of the year. This includes students who, in addition to receiving Tier 1 support, may have received Tier 2 support.

100 % of the 68 students made progress over time.

Of the 68 students, 51 received MTSS Level 2 intervention with the DSS TOSA.

37 students received phonics and reading support, and 20 students met grade-level standards and were excited.

14 students received math support, and 10 students met grade-level standards and were excited.

100% of the students receiving MTSS Level 2 support made growth over time.

The percentage of English Learner students in kindergarten scoring proficient or above increased from 48% (2022 Trimester 2) to 76%, as measured by the Spring 2023 Fountas and Pinnell Benchmark Assessment System (BAS) (Trimester 2).

The percentage of students in 1st-grade scoring proficient or above increased from 60% (2022 Trimester 2) to 89%, as measured by the Spring 2023 Fountas and Pinnell Benchmark Assessment System (BAS) (Trimester 2).

The percentage of students in 2nd grade scoring proficient or above increased from 65% (2022 Trimester 2) to 72%, as measured by the Spring 2023 Fountas and Pinnell Benchmark Assessment System (BAS) (Trimester 2).

The percentage of English Learner students scoring proficient or above in Reading in grades 3-5 increased from 41% (2022 Trimester 2) to 75%, as measured by the spring 2023 NWEA MAP Growth Assessment.

Cherry Chase has approximately 106 EL students (there is high mobility for this student cohort). Cherry Chase focused on the specific needs of this student group and provided individualized academic support through MTSS Level 1 support in the classroom by the classroom teacher and pull-out services with a highly qualified DSS TOSA, a paraeducator for newcomers and for students qualifying for MTSS Tier 2 supports. Here is the breakdown of support.

100% of EL students received dELD instruction in the classroom

12 newcomers received pull-out support provided by a paraprofessional

26 EL students received MTSS Tier 1 support in the classroom

21 EL students received MTSS Tier 2 support provided by the DSS TOSA.

State and local assessment achievement and proficiency data for Cherry Chase English Learners vary annually due to the number of students who are reclassified in the winter and spring. When English Learner students are proficient, they are reclassified and no longer part of the English Learner cohort group.

Teachers continued to develop and refine their understanding of dELD practices through ongoing professional development and coaching cycles. Cherry Chase teachers participated in 23 coaching cycles focused on EL practices, UDL practices, and MTSS Level 1 instructional practice in the classroom.

Briefly 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 major differences between the intended implementation and the 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.

Increased student reading performance is anticipated due to the following:

1. Training and Implementation of New Phonics curriculum, Really Great Reading,
2. Coaching support and cycles by a site-based instructional coach focused on effective reading practices aligned with the reading curriculum,
3. Coaching support and cycles by site-based instructional coach focused on dELD and iELD related to reading,
4. Rebooting Data Team processes at the site aligned with MTSS.

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

The percentage of students in grades 3rd-5th responding favorably to the level of Cultural Awareness and Action will increase from 53% to 60% by Spring 2024, as measured by the Panorama Survey.

The percentage of students in grades 3-5 responding favorably to the questions about growth mindset will increase from 55% to 60% by Spring 2024, as measured by the Panorama Survey.

The percentage of Hispanic/LatinX students who are chronically absent will decrease from 24.4% to 5% as measured by average daily attendance.

Subject

Social-Emotional Learning and Student Engagement

LCAP Goal

Ensure school and classroom environments provide Social Emotional Learning (SEL) and Culturally Responsive Teaching for the Whole Child so that students can reach their full academic potential

Identified Need

Based on the results of the Panorama Survey administered in the Spring of 2023, less than 50% of students responded favorably to the questions regarding growth mindset, “In school, how possible is it for you to change?” and “How easily do you give up?”. There is a need to continue to provide opportunities for students and families to learn strategies to build a growth mindset.

Based on the results of the Panorama Survey administered in the spring of 2023, 53% of students in grades 3rd-5th responded favorably to the questions around Cultural Awareness and Action. This is a 3% increase from the previous year. These student responses identify a need to continue providing social-emotional learning opportunities in and outside the classroom. There is still a need to provide Cultural Awareness and Action informational workshops for students and families, demonstrated by the Spring of 2023 Panorama Survey, where 53% of students in grades 3rd-5th responded favorably to the level of Cultural Awareness at CCE.

We want to continue to focus on supporting students in building social, emotional, relationship, and behavioral skills as they develop as global citizens.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey	In the Spring of 2023, 53% of students in grades 3rd-5th responded favorably to CCE's	In the Spring of 2024, 60% of students in grades 3rd-5th will respond favorably to the level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Cultural Awareness and Action level.</p> <p>In the Spring of 2023, 55% of students in grades 3rd-5th responded favorably to the questions about growth mindset.</p>	<p>of Cultural Awareness and Action.</p> <p>In the Spring of 2024, 60% of students in grades 3rd-5th will respond favorably to the question about growth mindset.</p>
The percentage of Hispanic/LatinX students who are chronically absent.	24.4%	5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We continue to build Charger Pride at Cherry Chase Elementary by:

Continue to enforce PBIS (Positive Behavior Intervention and Supports)/School Climate Team for consistent implementation and communication of behavior expectations and consequences.

On August 18, 2023, all grade levels will participate in the beginning of the year Expectation Assembly presented by Ms. Marchant and Ms. Brett. Both administrators visited kindergarten classes individually and presented with a modified version of the Expectation Assembly that was age-appropriate. The goal of the assembly was to emphasize and re-establish Charger Pride, behavior expectations, policies, and procedures, and go over student support systems.

At every Friday Flag Assembly, recognize students who received a "Caught Being Good" green slip and give them a small reward.

At the last Friday Flag Assembly of each month, we recognize the Student of the Month for demonstrating the month's character trait. Students receive a certificate and take a picture to commemorate the moment.

The Principal and Assistant Principal lead these activities.

PTA Funds supports Charger Pride Slip and Citizen of the Month Awards

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with challenges in attendance, behavior, academics, and social-emotional well-being

Strategy/Activity

Update our Response to Intervention (RTI) procedures in alignment with District expectations for Multi-Tiered Systems of Support (MTSS).

We will monitor the progress of all students with a particular area of need through regular meetings of the MTSS Tier 1 and Tiers 2/3 Site Teams, English Learner Progress Monitoring meetings (ELPM), and regular grade-level collaboration.

At the beginning of the school year, the administrators will meet 1:1 with teachers who have students not yet reaching proficiency levels in ELA and Math according to CAASPP and NWEA data to create action plans for MTSS Level 1 supports in the classroom. Throughout the year, the teachers will use progress monitoring data (CORE, NWEA, Reading Records, Benchmark Assessments, Writing Assessments) to continue to support students in achieving grade-level proficiency.

The Direct Student Services (DSS) TOSA and Site Instructional Coach will partner with administrators, teachers, paras, and service providers to analyze student work and progress monitoring data and provide targeted, small short-term group or 1:1 intervention for students who qualify for Tier 2 or 3 supports. In addition, our 4/5 support para will also offer short-term intervention for students eligible for Tier 2 or 3 support in all grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All teachers and staff members will participate in a school-wide training on UDL practices. UDL is Universal Design for Learning, an education framework based on decades of neuroscience research and endorsed by the Every Student Succeeds Act. UDL is considered best practice for teaching all students in an inclusive learning environment.

Planning time for teachers has been set up throughout the year to engage teachers in coaching cycles, planning dELD lessons, implementing UDL strategies, and effective instructional practices with the support of the instructional coach.

We will provide three family workshop opportunities throughout the year on Growth Mindset, Cultural Awareness, and Inclusion of Neurodiverse students in the educational setting. These sessions are hosted by the administrators and facilitated by presenters.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000

Source(s)

Parent-Teacher Association (PTA)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will continue to utilize and implement the Second Step curriculum purchased for every classroom in May 2019 to teach and reinforce common strategies for social-emotional learning (self-regulation skills, social-emotional competencies, and school connectedness).

Teachers will embed SEL practices throughout the day in all their lessons and activities to ensure students feel connected and included in a caring school community

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide opportunities for students to develop leadership skills, such as, but not limited to:

- Student Council
- The Green Team

- Zero Waste Champions Club
- Playworks Junior Coaches
- Friday Flag announcers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue our collaboration with local agencies in support of social-emotional well-being for students and staff. These agencies include:

- Acknowledge Alliance for resilience support
- CHAC (Community Health Awareness Council) for counseling support
- Playworks for sustaining a positive recess and physical education climate
- Project Cornerstone for SEL support through ABC Readers
- Walk and Roll to School for student safety

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide periodic training for noon aides to ensure consistency in supervision in alignment with PBIS, Project Cornerstone, and Second Step principles.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	SITE

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The school attendance team (school principal, assistant principal, attendance administrator, and MTSS members) will educate and support staff in using School Attendance Review Team (SART) process to identify and support students exhibiting at-risk attendance patterns, support parents, and connect with district level MTSS/SARB supports as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Cherry Chase Elementary will focus on Cultural Awareness, Growth Mindset, and Inclusion of Neurodiverse Students in the Educational Setting.

Briefly 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 major differences between the intended implementation and the 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.

Cherry Chase Elementary will focus on Cultural Awareness, Growth Mindset, and Inclusion of Neurodiverse Students in the Educational Setting.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

The goal is to maintain a high level of parent engagement in all school events by providing events and educational nights based on parents' needs and interests. These events include:

ELAC meetings: At least five meetings will be held during the 2023-2024 school year.

School Site Council meeting: At least six meetings will be held during the 2023-2024 school year.

Coffee with the Principal: At least six meetings will be held during the 2023-2024 school year.

During the 2023-2024 school year, the percentage of all families in grades TK-5 attending Back to School Night will be 90%, measured by sign-in sheets.

During the 2023-2024 school year, the percentage of all families in grades TK-5 attending Open House will be 93%, measured by sign-in sheets.

During the 2023-2024 school year, the percentage of School Site Council members attending all the meetings will be 90%, measured by sign-in sheets.

During the 2023-2024 school year, the percentage of members attending ELAC meetings will be 75% of the target population, measured by sign-in sheets at each meeting.

Subject

Family Partners in Education

LCAP Goal

Foster a welcoming and inclusive environment for all parents, families, and community members as partners in the education and support of all students' success in school

Identified Need

Develop and submit an annual culturally responsive parent education plan detailing the implementation of effective parent education activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Calendar of ELAC meeting dates - required minimum of 4 times per year	5 ELAC meetings were held during the 2022-2023 school year.	At least 5 meetings will be held during the 2023-2024 school year.
Calendar of School Site Council meeting dates - no required minimum	7 SSC meetings were held during the 2022-2023 school year.	At least 6 meetings will be held during the 2023-2024 school year.
Coffee with the Principal	8 Coffee with the Principal sessions were held during the 2022-2023 school year.	At least 8 meetings will be held during the 2023-2024 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at annual Open House	89% of students were represented by at least one family member at the Open House held the Spring 2022-2023	Achieve 93% parent participation or higher at the 2023-2024 school year.
Attendance at annual Back-to-School Nights	82% of students were represented by at least one family member at the Back to School Night in September 2022-2023	Achieve 90% parent participation or higher at the 2023-2024
Attendance at School Site Council Meetings	90% of all School Site Council members attended all the meeting held during the 2022-2023 school year	Achieve 90% parent participation or higher at the 2023-2024 school year.
Attendance at ELAC Meetings	65% of all ELAC families attended all the meeting held during the 2022-2023 school year	Achieve 75% parent participation or higher at the 2023-2024 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Facilitate an English Learner Advisory Committee (ELAC) that will educate parents regarding ways to support student learning and attendance and in coordination with the District School Outreach Coordinator work to increase involvement among families who are underrepresented in school meetings, committees and events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop an annual family education plan that includes strategies for parents/guardians to participate in and support their child's development:

Offer a variety of topics during monthly virtual "Coffee with the Principal" sessions aimed at building an effective home-school partnership to support overall student success.

Provide family education events based on Panorama survey results and parent feedback.

Depending on the topic, PTA provides financial support to bring qualified speakers to some of the events. The principal and assistant principal host most events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Parent-Teacher Association (PTA)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain a School Site Council composed of 5 parents/community members and 5 school staff members that will develop and oversee the implementation of the annual School Plan and other school programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Share information with our entire school community, including using translation services to communicate and outreach to limited English-proficient parents/guardians. We will share information regarding school events, education, and goals with the community through a variety of platforms that include, but are not limited to:

- Updated school website with relevant information
- CCE Quick Guide for Parents

- Monthly Newsletter to all of our families
- Principal's weekly update to all our families via School Messenger
- Positive Comment Postcards for Students (postage cost)
- Monthly Coffee with the Principal Sessions (PTA funds the coffee and treats for each session)
- 3 Parent Educational Nights hosted by the Principal and Assistant Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Refine procedures for school emergencies such as fire drills, earthquake drills, and lockdowns, and train key parent volunteers, noon aides, and the entire staff on emergency response procedures. The Cherry Chase Staff will receive training from Sunnyvale DPS and the ICS Team on emergency protocols in August 2023 before school starts. The principal will communicate the emergency protocol plan to families during a "Coffee with the Principal" session held in September 2023.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to work collaboratively with the PTA to welcome new families and increase family/community participation in school events.

- Host Kindergarten Readiness each year for a screening of incoming students accompanied by orientation for their parents/guardians.

- Offer 2 new parent orientation sessions and school tours for prospective families.
- Actively share information regarding volunteer opportunities and requirements at the beginning of the year.
- Engage new and current families by pairing new families with "mentor families" and hosting welcome picnics before the first day of school.
- Facilitate parent-to-parent communication, such as informal parent gatherings or connecting with interest groups already in place.

PTA coordinates and funds these events with the guidance of the principal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

During the first week of the 2023-2024 school year, multiple orientation sessions were provided by the Principal and teachers to welcome our school community back to another school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create and foster a welcoming, inclusive, and engaging environment in the school library by creating a student-centered space that meets the neurodiversity needs of all students. (4.1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	LCAP

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Cherry Chase actively engages all community partners in various meetings and school community events, demonstrated by sign-in sheets (Back to School Night, Conferences, Open House, PTA meetings), volunteer check-ins, and PTA ticket sales. PTA is active in the Cherry Chase community and continues to fund multiple events and special on-site programs. Two-way communication has also played a significant role in re-engaging families and volunteers after the pandemic period.

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

All the activities mentioned in the plan were successfully implemented during the 2023-2024 school 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.

This is a new Family Partners in Education goal based on the newly adopted 2021-2024 LCAP. Identified needs from the 2022-2023 school year and contributed to developing the actions/strategies.
We will continue to maintain a high level of parent engagement in all school events by providing events and educational nights based on parents' needs and interests. We will also continue providing a two-way communication system accessible to all parents.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

The percent of students reclassified as English proficient will increase.

Subject

English Learners

LCAP Goal

Accelerate learning outcomes for English Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate

Identified Need

Effective and targeted designated ELD mathematics instruction focusing on academic language specific to each core content area continues to be a school-wide need. Cherry Chase will focus on developing a deeper understanding of a balanced math block across all grade levels. An instructional focus at Cherry Chase continues to include explicit teaching of mathematical academic language to access the curriculum, providing multiple points of entry for students to demonstrate their learning, vertical alignment among grade levels, Designated ELD strategies, and differentiated instruction for all students, especially EL students and targeted students. Our goal is to align math practices with the implementation of the new math curriculum, Illustrative Math.

Another area of need is the need to implement high-leverage EL instructional practices during the dELD block within the daily schedule. Teachers continued to develop and refine their understanding of dELD practices through ongoing professional development and coaching cycles.

In addition, Cherry Chase will continue to focus on the rigorous implementation of the Writer's Workshop to accelerate the growth students demonstrate in the area of Writing. Our internal writing data demonstrate that, on average less than 40% of all EL students demonstrate proficiency in writing in any given genre.

Another area of need is to continue to work with teachers to formalize the use of student performance data to drive instruction and to identify target skills to be reinforced in the classroom.

We will use the Sunnyvale School District's Vision for Literacy and Math documents to determine the next steps with specific actions and strategies and Sunnyvale's English Learner Roadmap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of ELL students receiving academic support and language development from the Intervention	40% of EL students received pull-out supports with a paraprofessional or the DSS TOSA by the end of the 2022-2023 school year	To provide continuous individualized or small group supports for newcomers and EL students identified through the MTSS process

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Paraprofessional and DSS TOSA		
The percentage of EL students reclassified as English proficient	2021-2022 = 29%, 2022-2023 = TBD, this is a lagging indicator	At least 5% more students reclassified
Attendance at ELAC Meetings	75% of all ELAC families attended the meetings	Achieve 80% parent participation or higher at the 2022-2023 school year

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

ELD newcomers will receive intensive ELD language instruction to acclimate to the new school and environment.

The DSS TOSA provides this support. Students are pulled out to participate in age-appropriate small groups to receive language instruction with the DSS TOSA .

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners and targeted students

Strategy/Activity

The Cherry Chase instructional coach will provide ongoing support for implementing instructional strategies through activities such as, but not limited to, guided peer observations, coaching cycles, model lessons, and onsite professional development. Activities will be in alignment with the site-based professional development plan.

The Cherry Chase instructional coach will provide professional development, and coaching support, conduct observations, and provide feedback for the effective implementation of mathematical practices and literacy and phonics aligned with the newly adopted Math curriculum,

Illustrative Math, and the new phonics curriculum, Really Great Reading. In addition, the coach will continue to support the implementation of Fountas and Pinnell, Writer's Workshop, and UDL practices.

The instructional coach will support the teachers in the implementation of Sunnyvale's English Learner Roadmap through coaching cycles.

During the scheduled meeting time, the instructional coach will support teachers to:

1. Identify standards-based academic language and work collaboratively with teachers to support the academic success of all students in all content areas, mainly English Learners and targeted students. For example, the teacher will participate in coaching cycles around using the new phonics.
2. Teachers will strategically use formative assessments and benchmark assessments to analyze student performance data to identify areas of need and align classroom instruction to the specified need and guide MTSS Tier 1 interventions in the classroom.

This work will be supported by onsite and district coaching, Professional Development (PD), and formal/informal observation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners.

Strategy/Activity

Based on substitute availability, teachers in each grade level will get two half days to plan, collaborate and align instructional practice focusing on targeted students and include ELD strategies and academic interventions into their lessons.

Based on substitute availability, teachers in combo classes will have access to 2 additional substitute days to support planning for the combination classes. This will include a focus on ELD strategies and academic interventions in their lessons.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3500

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners.

Strategy/Activity

Students receive the necessary supplies to access the curriculum and participate in all the lessons and activities, including the academic intervention curriculum, standards-based curriculum, and the Sunnyvale English Learner Roadmap.

Provide assemblies, field trips, and in-class presentations that extend and enrich content area learning for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners.

Strategy/Activity

TK-5 teachers will support EL students in Reading and Writing during their daily designated ELD scheduled time and by implementing integrated ELD strategies throughout all lessons. Designated ELD will be built into the daily schedule and implemented daily in all classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

New Teacher Project Walk-Throughs

Site leadership teams, including the Principal, AP, Instructional Coach, School Psychologist, Behavior Supervisor, and Social Worker, will partner with another school site's leadership team to focus on culturally responsive teaching practices in the classroom. Site administrators will spend time calibrating, reflecting, and practicing coaching to support teachers' and students' growth and learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All students with a particular focus on student groups (ELs, SED, Hispanic/LatinX, and students with IEPs)

Strategy/Activity

Students needing additional academic support in English development or Literacy (identified by the teacher through the MTSS process) will receive Pull-Out or Push-In targeted support from DSS TOSA or a Paraprofessional educator.

We will monitor the progress of all students with a particular focus on English learners and student groups through regular meetings of the MTSS Tier 1 and Tiers 2/3 Site Teams, English Learner Progress Monitoring meetings (ELPM), and regular grade-level collaboration. The Direct Student Services (DSS) TOSA and Site Instructional Coach will work in partnership with administrators, teachers, paras, and service providers to analyze student work and progress monitoring data and provide targeted, short-term small group or 1:1 intervention for students who qualify for Tier 2 or 3 supports. In addition, our 4/5 support para will provide short-term intervention for students who qualify for Tier 2 or 3 support in all grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Based on the 2023 Trimester 2 data, EL students attending Cherry Chase met and exceeded all academic targets set for the 2022-2023 school year.

State and local assessment achievement and proficiency data for Cherry Chase English Learners vary annually due to the number of students who are reclassified in the winter and spring. When English Learner students are proficient, they are reclassified and no longer part of the English Learner cohort group.

Teachers continued to develop and refine their understanding of dELD practices through ongoing professional development and coaching cycles. Cherry Chase teachers participated in 23 coaching cycles focused on EL practices, UDL practices, and MTSS Level 1 instructional practice in the classroom.

Cherry Chase has approximately 106 EL students (there is high mobility for this student cohort). Cherry Chase focused on the specific needs of this student group and provided individualized academic support through MTSS Level 1 support in the classroom by the classroom teacher and pull-out services with a highly qualified DSS TOSA, a paraeducator for newcomers and for students qualifying for MTSS Tier 2 supports. Here is the breakdown of support.

100% of EL students received dELD instruction in the classroom
12 newcomers received pull-out support provided by a paraprofessional
26 EL students received MTSS Tier 1 support in the classroom
21 EL students received MTSS Tier 2 support provided by the DSS TOSA.

This data also excludes the success of students who were reclassified. Cherry Chase Elementary reclassified 29% (Winter and Spring Reclassification Rates combined) of EL students eligible for reclassification in the 2021-22 school year. Students who were classified are now included in the overall school data.

Briefly 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 major differences between the intended implementation and the 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.

Local benchmarks were removed from Goal #5 since all the data is covered in Goal 1 and 2.

Former Strategy 1 - Has been removed and refined in Strategy 8.

Strategy 3 - Added language for the instructional coach to focus on the two new curriculums with coaching cycles.

The percentage of students reclassified as English Proficient will increase from 29% to 34% by June 2023. (waiting for this year's data)

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Subject

LCAP Goal

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$337,053.71

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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 (\$)
	\$8,500.00
District Funded	\$288,053.71
General Fund	\$2,000.00
LCAP	\$20,000.00
Parent-Teacher Association (PTA)	\$7,000.00
SITE	\$11,500.00

Subtotal of state or local funds included for this school: \$337,053.71

Total of federal, state, and/or local funds for this school: \$337,053.71

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

Name of Members	Role
Gloria Marchant	Principal
Sunita Parmar	Other School Staff
Don Pearson	Classroom Teacher
Mike Nelson	Classroom Teacher
Nicole Pierik	Classroom Teacher
Yael Ben Aderet	Parent or Community Member
Hemal Mehta	Parent or Community Member
Ruchi Agarwal	Parent or Community Member
Nancy Cordova	Parent or Community Member
Alina Cherednichenko	Parent or Community Member

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on May 9, 2023.

Attested:

Gloria Marchant

Typed Name of School Principal

Signature of School Principal

Date

Yael Ben Aderet

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Community Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Community Partner Involvement

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

The Community 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.

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Community Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with community 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 (Community partner Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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