



CHERRY CHASE ELEMENTARY

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cherry Chase Elementary	43696906049167	September 17, 2024	October 24, 2024

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

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

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

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

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

- 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

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

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Plan Description

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

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

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

The 2024-2025 Cherry Chase Elementary School Plan for Student Achievement closely aligns with the Sunnyvale School District's six-year Strategic Plan and the district's Local Control Accountability Plan (LCAP). Goals 1-4 align directly with the Strategic Plan and the district's Local Control Accountability Plan (LCAP).

Our plan has been built on the foundation of our Sunnyvale School District's Promise: "Every student is known by name, strength, and need, ready to excel in high school and beyond, and to lead a life of joy and purpose."

Our demographic data indicates that Cherry Chase Elementary serves a diverse student community of 620 students: 54% Asian, 23% White, 10% Hispanic, and 1% Filipino.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Sunnyvale School District took an inclusive and collaborative approach to developing the Local Control and Accountability Plan (LCAP). At the same time, they created a six-year Strategic Plan to ensure a comprehensive and forward-thinking approach. The district prioritized input from its diverse community, including underserved parents, parents of English Learner (EL) students, and parents of students receiving Special Education services. They also actively engaged middle and elementary school parents and students to ensure a broad representation of perspectives throughout the decision-making process.

During the 2023-2024 school year, the Cherry Chase Elementary 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 12, 2023; October 10, 2023; January 9, 2024; February 6, 2024; March 5, 2024; April 9, 2023.

School Site Council members and staff members had the opportunity to provide feedback and input on modifications to the current plan and Goals 1-4 at the April 9, 2024, meeting via a survey using school data offered to them and in an in-person discussion at the April 9, 2024, meeting.

Also, the School Site Council reviewed the new goals for the District's Local Control and Accountability Plan (LCAP) on September 17, 2024. The SSC members provided substantive feedback and input that informed the goals, actions, and strategies in the 2024-2025 School Plan for Student Achievement (SPSA). The School Site Council will continue to review student data to monitor progress toward new goals in the 2024-2025 School Plan for Student Achievement (SPSA). Those meetings will be held on the following dates: September 10, 2024; October 8, 2024; November 5, 2024; January 14, 2025; February 11, 2025; March 11, 2025; and April 8, 2024.

The Cherry Chase ELAC team reviewed the District's Local Control and Accountability Plan (LCAP) on October 23, 2023, and December 7, 2023. On October 23 and December 7, 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 12, 2024, November 7, 2024, January 16, 2025, February 13, 2025, March 13, 2025, and April 10, 2025. Parents present at that meeting can give input on the SPSA related to English Learners.

During the September 17, 2024, meeting, the school site Leadership Team gave feedback on the proposed goals for the 2024-2025 SPSA and approved the current SPSA. They will have opportunities to provide input on the 2024-2025 SPSA throughout the year at their Leadership Team meetings.

After the SSD Board of Education approves the plan, staff members can access a digital copy of the 2024-2025 School Plan for Student Achievement (SPSA) in the Cherry Chase Handbook. Administrators will provide an update on the SPSA at the staff meeting on October 2, 2024.

As we carry out the 2024-2025 SPSA objectives, all community partners are dedicated to cultivating lifelong learners by offering outstanding education in a warm, joyful community where everyone feels safe, valued, and ready to contribute to an ever-changing world while staying true to our Sunnyvale School District's Promise: "Every student is known by name, strength, and need, ready to excel in high school and beyond, and to lead a life of joy and purpose."

Resource Inequities

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

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

Not Applicable

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Learner students scored in the "Orange" performance category for English Learner Progress Performance. Economically disadvantaged students and White students scored in the "Orange" performance category for Chronic Absenteeism. Hispanic students and students with Disabilities scored in the "Red" performance category for Chronic Absenteeism. Economically disadvantaged students and White students scored in the "Orange" performance category for Chronic Absenteeism.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

There are no performance colors for Students with Disabilities, Economically Disadvantaged students, and Hispanic students in Academic Performance in English Language Arts and Mathematics. Cherry Chase Elementary continues to focus on these three subgroups.

Hispanic students and students with Disabilities scored in the "Red" performance category for Chronic Absenteeism compared to "All Students" scoring in the "Orange" performance level in Chronic Absenteeism.

Economically disadvantaged students and White students scored in the "Orange" performance category for Chronic Absenteeism compared to "All Students" scoring in the "Orange" performance level in Chronic Absenteeism.

Other Needs

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

Based on our local assessment data, we believe that continuing to implement and expand Culturally Responsive Teaching Practices and Social-Emotional supports will also benefit our target student groups. Given the diversity of our school community, we will continue to create a welcoming and inclusive environment for every staff member, student, and family. To support the monitoring of student progress toward these goals, we will use the Panorama Survey data to inform our support and instruction.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.49%	0.66%	0.34%	3	4	2
African American	0.33%	0.33%	0.34%	2	2	2
Asian	58.70%	55.79%	54.03%	361	337	322
Filipino	0.81%	1.32%	1.17%	5	8	7
Hispanic/Latino	6.67%	8.77%	9.90%	41	53	59
Pacific Islander	%	0%	0.17%	0	0	1
White	25.04%	23.84%	23.99%	154	144	143
Multiple/No Response	7.80%	9.27%	10.07%	48	56	60
Total Enrollment				615	604	596

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten	0	24	26
Kindergarten	97	101	89
Grade 1	80	107	90
Grade 2	100	88	110
Grade 3	99	105	90
Grade 4	115	98	96
Grade 5	124	105	95
Total Enrollment	615	604	614

Conclusions based on this data:

1. Cherry Chase Elementary began offering a Transition Kindergarten starting in the 2022-2023 school year.
2. Over the last three years, Cherry Chase Elementary has seen a decrease in enrollment in Grades K-5, but with the addition of two TK classrooms, the overall enrollment has remained stable.
3. Over the last three years, enrollment by student groups has seen a slight increase of 3% in the Hispanic/Latino student group.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	110	104	104	17.8%	17.9%	17.4%
Fluent English Proficient (FEP)	161	160	191	27%	26%	32.0%
Reclassified Fluent English Proficient (RFEP)	36	27	11	5.8%	4%	1.7%

Conclusions based on this data:

1. The enrollment of English Learners at Cherry Chase Elementary has remained relatively consistent over the last three years.
2. The enrollment of Fluent English Proficient at Cherry Chase Elementary remained relatively consistent over the last three years.
3. Eleven (1.7%) of students were reclassified in 2023-2024, marking a decrease from the previous year due to an influx of newcomers entering the system, and our Fluent English-proficient students continue to increase.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	129	97	106	0	95	101	0	95	101	0.0	97.9	95.3
Grade 4	130	108	99	0	103	96	0	103	96	0.0	95.4	97.0
Grade 5	98	120	103	0	120	100	0	120	100	0.0	100.0	97.1
All Grades	357	325	308	0	318	297	0	318	297	0.0	97.8	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2507.	2503.		61.05	65.35		24.21	16.83		6.32	10.89		8.42	6.93
Grade 4		2547.	2538.		60.19	56.25		21.36	21.88		11.65	12.50		6.80	9.38
Grade 5		2595.	2586.		64.17	61.00		20.00	20.00		8.33	10.00		7.50	9.00
All Grades	N/A	N/A	N/A		61.95	60.94		21.70	19.53		8.81	11.11		7.55	8.42

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.37	42.57		46.32	53.47		6.32	3.96
Grade 4		50.49	40.63		44.66	52.08		4.85	7.29
Grade 5		46.67	35.00		48.33	60.00		5.00	5.00
All Grades		48.11	39.39		46.54	55.22		5.35	5.39

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.53	52.48		41.05	38.61		8.42	8.91
Grade 4		45.63	41.67		48.54	51.04		5.83	7.29
Grade 5		55.00	61.00		36.67	33.00		8.33	6.00
All Grades		50.63	51.85		41.82	40.74		7.55	7.41

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.89	29.70		57.89	66.34		4.21	3.96
Grade 4		28.16	23.96		67.96	68.75		3.88	7.29
Grade 5		28.33	27.00		66.67	70.00		5.00	3.00
All Grades		31.13	26.94		64.47	68.35		4.40	4.71

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.79	37.62		55.79	57.43		8.42	4.95
Grade 4		32.04	30.21		65.05	63.54		2.91	6.25
Grade 5		55.83	36.00		37.50	53.00		6.67	11.00
All Grades		42.14	34.68		51.89	57.91		5.97	7.41

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Conclusions based on this data:

1. There has been a decline in student enrollment from 2020 to 2023.
2. At Cherry Chase, students scoring Above and At or Near Standard remained stable in all 4 ELA strands from 2021-2022 to 2022-2023.
3. Overall, students' performance is improving with a significant increase in the percentage of students meeting and exceeding standards across all grades. Preliminary data of the 2023-2024 CAASPP assessment shows an improvement in students scoring "Above" or "At Standard" in reading, rising from 80% to 82%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	129	97	106	0	97	106	0	96	106	0.0	100.0	100.0
Grade 4	130	108	99	0	104	99	0	104	99	0.0	96.3	100.0
Grade 5	98	120	103	0	120	102	0	120	102	0.0	100.0	99.0
All Grades	357	325	308	0	321	307	0	320	307	0.0	98.8	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2514.	2516.		63.54	61.32		20.83	25.47		10.42	9.43		5.21	3.77
Grade 4		2567.	2561.		64.42	66.67		22.12	17.17		7.69	8.08		5.77	8.08
Grade 5		2599.	2588.		69.17	60.78		11.67	18.63		11.67	10.78		7.50	9.80
All Grades	N/A	N/A	N/A		65.94	62.87		17.81	20.52		10.00	9.45		6.25	7.17

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		63.54	68.87		30.21	26.42		6.25	4.72
Grade 4		67.31	67.68		25.96	23.23		6.73	9.09
Grade 5		66.67	57.84		27.50	34.31		5.83	7.84
All Grades		65.94	64.82		27.81	28.01		6.25	7.17

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		58.33	55.66		37.50	40.57		4.17	3.77
Grade 4		61.54	50.51		32.69	41.41		5.77	8.08
Grade 5		52.50	53.92		38.33	36.27		9.17	9.80
All Grades		57.19	53.42		36.25	39.41		6.56	7.17

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		55.21	52.83		39.58	44.34		5.21	2.83
Grade 4		62.50	56.57		31.73	36.36		5.77	7.07
Grade 5		54.17	46.08		41.67	45.10		4.17	8.82
All Grades		57.19	51.79		37.81	42.02		5.00	6.19

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Conclusions based on this data:

1. At Cherry Chase, students scoring Above and At or Near Standard remained stable in all three mathematical areas from 2021-2022 to 2022-2023.
2. Overall, student performance in math is over 80 % of all students meeting and exceeding standards across all grades.
3. Preliminary data for the 2023-2024 CAASPP assessment shows a slight decline of 1% in students scoring "Above" or "At" Standard in math, declining from 84% to 83%.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1430.4	1473.6	1437.0	1423.4	1465.2	1439.5	1446.6	1492.7	1431.0	17	32	27
1	1509.8	1460.0	1480.1	1509.6	1468.0	1485.2	1509.5	1451.4	1474.5	28	11	19
2	1513.5	1503.8	1467.1	1502.2	1514.4	1458.1	1524.3	1492.5	1475.6	18	17	18
3	1468.4	1498.1	1510.4	1469.0	1504.7	1505.6	1467.5	1490.7	1514.8	26	15	16
4	*	1540.1	1484.1	*	1546.6	1479.8	*	1533.1	1487.9	8	16	13
5	*	*	1529.4	*	*	1512.5	*	*	1546.0	8	4	11
All Grades										105	95	104

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	41.18	43.75	37.04	23.53	37.50	22.22	11.76	12.50	18.52	23.53	6.25	22.22	17	32	27
1	53.57	0.00	26.32	28.57	63.64	52.63	14.29	27.27	15.79	3.57	9.09	5.26	28	11	19
2	44.44	29.41	5.56	44.44	52.94	61.11	11.11	17.65	16.67	0.00	0.00	16.67	18	17	18
3	20.00	33.33	18.75	36.00	20.00	50.00	32.00	33.33	25.00	12.00	13.33	6.25	25	15	16
4	*	43.75	7.69	*	31.25	30.77	*	18.75	23.08	*	6.25	38.46	*	16	13
5	*	*	45.45	*	*	18.18	*	*	18.18	*	*	18.18	*	*	11
All Grades	44.23	32.63	24.04	30.77	41.05	39.42	16.35	20.00	19.23	8.65	6.32	17.31	104	95	104

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	47.06	46.88	40.74	29.41	37.50	18.52	0.00	6.25	22.22	23.53	9.38	18.52	17	32	27
1	64.29	18.18	52.63	32.14	54.55	36.84	0.00	18.18	5.26	3.57	9.09	5.26	28	11	19
2	38.89	58.82	16.67	44.44	29.41	55.56	11.11	11.76	11.11	5.56	0.00	16.67	18	17	18
3	28.00	40.00	18.75	52.00	40.00	68.75	8.00	6.67	12.50	12.00	13.33	0.00	25	15	16
4	*	56.25	30.77	*	25.00	15.38	*	12.50	30.77	*	6.25	23.08	*	16	13
5	*	*	45.45	*	*	36.36	*	*	0.00	*	*	18.18	*	*	11
All Grades	51.92	45.26	34.62	33.65	37.89	37.50	4.81	9.47	14.42	9.62	7.37	13.46	104	95	104

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.29	25.00	18.52	23.53	53.13	18.52	17.65	21.88	40.74	23.53	0.00	22.22	17	32	27
1	21.43	9.09	15.79	53.57	45.45	52.63	14.29	27.27	26.32	10.71	18.18	5.26	28	11	19
2	22.22	11.76	5.56	61.11	35.29	44.44	11.11	52.94	33.33	5.56	0.00	16.67	18	17	18
3	8.00	6.67	12.50	32.00	20.00	43.75	40.00	53.33	37.50	20.00	20.00	6.25	25	15	16
4	*	25.00	0.00	*	43.75	30.77	*	18.75	23.08	*	12.50	46.15	*	16	13
5	*	*	27.27	*	*	27.27	*	*	18.18	*	*	27.27	*	*	11
All Grades	21.15	16.84	13.46	45.19	40.00	35.58	20.19	35.79	31.73	13.46	7.37	19.23	104	95	104

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	52.94	53.13	37.04	23.53	40.63	40.74	23.53	6.25	22.22	17	32	27
1	78.57	36.36	78.95	17.86	54.55	15.79	3.57	9.09	5.26	28	11	19
2	44.44	64.71	38.89	50.00	35.29	44.44	5.56	0.00	16.67	18	17	18
3	32.00	40.00	31.25	56.00	53.33	62.50	12.00	6.67	6.25	25	15	16
4	*	62.50	23.08	*	25.00	53.85	*	12.50	23.08	*	16	13
5	*	*	27.27	*	*	45.45	*	*	27.27	*	*	11
All Grades	55.77	50.53	41.35	34.62	43.16	42.31	9.62	6.32	16.35	104	95	104

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	29.41	28.13	37.04	47.06	59.38	40.74	23.53	12.50	22.22	17	32	27
1	35.71	18.18	21.05	64.29	63.64	73.68	0.00	18.18	5.26	28	11	19
2	66.67	47.06	33.33	33.33	47.06	44.44	0.00	5.88	22.22	15	17	18
3	48.00	66.67	31.25	40.00	20.00	68.75	12.00	13.33	0.00	25	15	16
4	*	43.75	23.08	*	50.00	38.46	*	6.25	38.46	*	16	13
5	*	*	63.64	*	*	18.18	*	*	18.18	*	*	11
All Grades	49.50	40.00	33.65	42.57	49.47	49.04	7.92	10.53	17.31	101	95	104

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	29.41	25.00	18.52	47.06	71.88	59.26	23.53	3.13	22.22	17	32	27
1	50.00	18.18	47.37	39.29	54.55	36.84	10.71	27.27	15.79	28	11	19
2	38.89	17.65	5.56	55.56	76.47	72.22	5.56	5.88	22.22	18	17	18
3	12.00	0.00	12.50	52.00	53.33	68.75	36.00	46.67	18.75	25	15	16
4	*	31.25	0.00	*	50.00	46.15	*	18.75	53.85	*	16	13
5	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
All Grades	33.65	18.95	20.19	49.04	65.26	54.81	17.31	15.79	25.00	104	95	104

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.29	75.00	51.85	41.18	25.00	18.52	23.53	0.00	29.63	17	32	27
1	21.43	9.09	10.53	71.43	81.82	78.95	7.14	9.09	10.53	28	11	19
2	33.33	23.53	11.76	66.67	70.59	70.59	0.00	5.88	17.65	15	17	17
3	16.00	26.67	25.00	68.00	53.33	75.00	16.00	20.00	0.00	25	15	16
4	*	18.75	9.09	*	68.75	54.55	*	12.50	36.36	*	16	11
5	*	*	50.00	*	*	30.00	*	*	20.00	*	*	10
All Grades	24.75	37.89	28.00	64.36	53.68	53.00	10.89	8.42	19.00	101	95	100

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Fluctuations in our English learner population each year, including student reclassification to English proficient status and the addition of newcomers with varying levels of English proficiency, make it challenging to compare ELPAC data from year to year. This may not fully reflect the effectiveness of instructional practices. It's important to consider additional indicators, such as reclassification rates, to get a more accurate picture of English learner achievement.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
604	8.9	17.4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Cherry Chase Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	105	17.4
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	54	8.9
Students with Disabilities	44	7.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.3
American Indian	4	0.7
Asian	337	55.8
Filipino	8	1.3
Hispanic	53	8.8
Two or More Races	56	9.3
White	144	23.8

Conclusions based on this data:

- Our demographic data from 2022-2023 indicates that Cherry Chase Elementary serves a diverse student community of 604 students: 56% Asian, 24% White, 9% Hispanic, and 1% Filipino.

2. Cherry Chase Elementary School has a diverse student body. It is crucial that we address the specific needs of English learners, socioeconomically disadvantaged students, and students with disabilities while also considering the needs of all ethnic groups to ensure equitable educational opportunities.

School and Student Performance Data

Overall Performance






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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. At Cherry Chase Elementary, Chronic Absenteeism is an area of growth and focus for the 2024-2025 school year.
2. At Cherry Chase Elementary, English Learner Progress is an area of growth and focus for the 2024-2025 school year.

3. At Cherry Chase Elementary, Mathematics, and English Language Arts academic performance is an area of strength.

School and Student Performance Data

Academic Performance English Language Arts

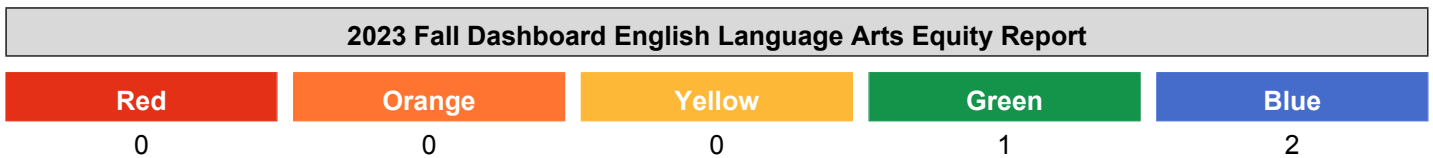
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 76.7 points above standard Decreased -4 points 290 Students	English Learners  Green 20.2 points above standard Decreased -8.4 points 74 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged 10.3 points below standard Decreased Significantly -29.7 points 26 Students	Students with Disabilities 6.5 points above standard Increased Significantly +41 points 21 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 3 Students	 Blue 90.9 points above standard Maintained 0 points 168 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
22.4 points below standard Decreased -5.1 points 19 Students	82.9 points above standard Decreased Significantly - 19.2 points 20 Students	 No Performance Color 0 Students	 Blue 71.1 points above standard Maintained -2.8 points 75 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.3 points below standard Maintained +2.9 points 22 Students	56.8 points above standard Decreased -10.3 points 52 Students	88.2 points above standard Maintained -0.8 points 124 Students

Conclusions based on this data:

1. The majority of students are achieving strong academic outcomes in core academic areas. All students and English Learners scored in the "green" performance range.
2. English Learners and Reclassified English Learners will continue as a focus group for ELA at Cherry Chase Elementary. We noted the decrease in English Language Arts performance of Reclassified English Learners.
3. Although there are no performance colors for Students with Disabilities, Economically Disadvantaged students, and Hispanic students in Academic Performance in English Language Arts. Cherry Chase Elementary continues to focus on the academic and social-emotional needs of these three subgroups.

School and Student Performance Data

Academic Performance Mathematics

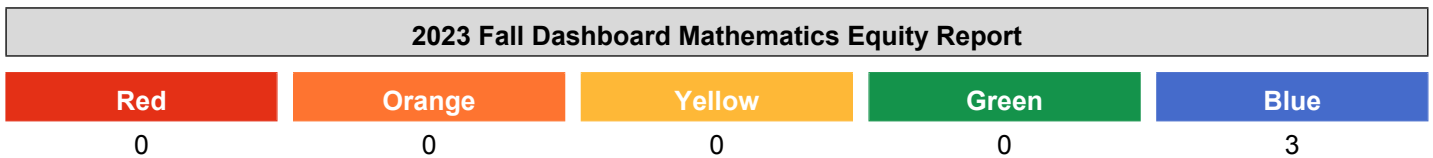
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 76 points above standard Maintained -0.5 points 293 Students	English Learners Blue 37.4 points above standard Maintained -0.1 points 77 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 6.3 points below standard Decreased Significantly -34.8 points 26 Students	Students with Disabilities 11.5 points below standard Increased Significantly +22.1 points 21 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 3 Students	 Blue 92.1 points above standard Increased +3.3 points 170 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
20.9 points below standard Increased +6 points 19 Students	75.5 points above standard Decreased Significantly - 18.3 points 20 Students	 No Performance Color 0 Students	 Blue 64.6 points above standard Maintained -2.7 points 76 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
31.5 points below standard Decreased -10 points 22 Students	65 points above standard Increased +4.3 points 55 Students	70.4 points above standard Decreased -8.3 points 124 Students

Conclusions based on this data:

1. The majority of students are achieving strong academic outcomes in core academic areas. "All Students" and "English Learners" scored in the "blue" performance range.
2. Although English learners scored in the "blue" performance range, their scores decreased from the previous year. Therefore, English Learners remain a focus subgroup at Cherry Chase Elementary.
3. Although there are no performance colors for Students with Disabilities, Economically Disadvantaged students, and Hispanic students in Academic Performance in Mathematics. Cherry Chase Elementary continues to focus on the academic and social-emotional needs of these three subgroups.

School and Student Performance Data

Academic Performance English Learner Progress

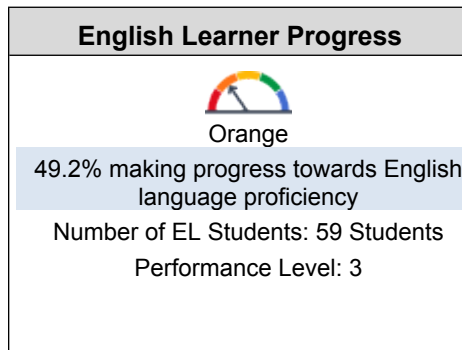
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11	18	0	29

Conclusions based on this data:

1. Fluctuations in our English learner population each year, including student reclassification to English proficient status and the addition to an influx of newcomers with varying levels of English proficiency throughout the year may affect the overall data.
2. English Learners and Reclassified English Learners will continue as a focus group for all core academic content areas at Cherry Chase Elementary.
3. At Cherry Chase Elementary, a target focus group will be the eleven students who decreased one ELPI Level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Orange 7.1% Chronically Absent Increased 1 634 Students	English Learners Yellow 9.4% Chronically Absent Maintained 0.1 117 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 17.1% Chronically Absent Increased 1.4 70 Students	Students with Disabilities Red 23.2% Chronically Absent Increased 0.8 56 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 4 Students	 Yellow 4.8% Chronically Absent Increased 0.8 355 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 25% Chronically Absent Increased 0.6 60 Students	 Green 3.4% Chronically Absent Declined -2.3 58 Students	 No Performance Color 0 Students	 Orange 7.5% Chronically Absent Increased 1.7 147 Students

Conclusions based on this data:

1. Although the percentage of chronically absent students is relatively low overall (7.1%), Cherry Chase Elementary saw an increase of 1% from the previous year.
2. While absenteeism rates across all groups have improved, the dashboard highlights a continued need to focus on supporting attendance for Hispanics and Students with Disabilities, as indicated by the red performance level with the highest absenteeism rate at 25% and 23.2%, respectively.
3. At Cherry Chase, we also see the need to focus on supporting Attendance Intervention for English learners and Socioeconomically disadvantaged student groups.

School and Student Performance Data

Conditions & Climate Suspension Rate

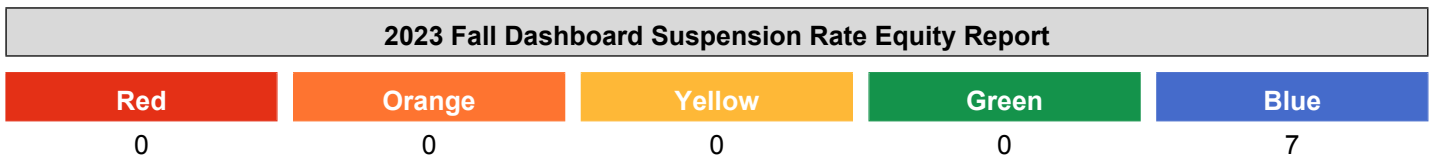
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0% suspended at least one day Maintained -0.2 651 Students	 Blue 0% suspended at least one day Maintained 0 118 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 71 Students	 Blue 0% suspended at least one day Maintained 0 58 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 4 Students	 Blue 0% suspended at least one day Maintained 0 365 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 62 Students	 Blue 0% suspended at least one day Maintained 0 58 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Declined -0.6 152 Students

Conclusions based on this data:

1. At Cherry Chase Elementary, the group suspension rate for all students is in the "Blue" category, which indicates a positive climate and effective behavioral management.
2. At Cherry Chase Elementary, the group suspension rate for all students by "Race/Ethnicity" is in the "Blue" category, which indicates a positive climate and effective behavioral management.
3. Our site MTSS team will continue to provide tiered support for all students' behavioral needs, highlighting alternatives to suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Mathematics

Students will make at least one year of growth if they are currently at or above grade level. Students who are not yet at grade level will make more than one year of growth.

The NWEA Math MAP Growth Assessment will be used to determine academic growth toward grade-level proficiency in math over the year for all K-5 students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In reflecting on our student data, the percentage of students scoring proficient or above on local and state assessments (NWEA MAP Growth and CAASPP) is strong across grade levels, with students scoring 83% proficient or higher. We will continue to monitor our students' progress as it remained stable, with students scoring 83% proficient or higher from 21-22 to 22-23. Preliminary 23-24 CAASPP data indicates a slight decline in students scoring proficient or higher from 83% to 82%. The percentage of Hispanic students in grades 3-5 who scored proficient or higher increased by 7% as measured by the CAASPP Smarter Balanced Math Assessment, but they continue to remain a focus group as they continue to show an academic gap compared to the "all student" group.

At Cherry Chase, we are committed to enhancing the skills of our K-5 teachers and administrators. This includes engaging in professional development, coaching, and planning time focused on the Illustrative Mathematics curriculum and best pedagogical practices aligned with SSD's Vision for Math. We have also redirected resources to provide professional development, training, and planning time with a specific focus on ELD practices, aiming for positive academic outcomes for our English Learners.

Cherry Chase is committed to maintaining a strong focus on developing a deeper understanding of a balanced math block across all grade levels. This instructional focus continues to be a priority as we explicitly teach 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 are dedicated to implementing and strengthening instructional practices in designated ELD, integrated ELD strategies, and providing differentiated instruction for all students, especially EL and targeted students. The need for effective and targeted dELD mathematics instruction focusing on academic language remains a school-wide priority, and we are prepared to meet this challenge.

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. Sunnyvale School District has aligned professional development foci as follows:

- Develop teachers' deep understanding of the mathematical knowledge they are expected to teach and a clear view of how student learning of that mathematics develops and progresses across the year and grades.
- Build teachers' belief that their students are capable learners and doers of mathematics.
- Enhance teachers' skills in building a math community where students construct knowledge socially through discourse, activity, and interactions related to meaningful problems.
- Expand teachers' skills to use a variety of question types to extend students' current ideas to advance their understanding and sense-making about important mathematical ideas and relationships.
- Advance teachers' understanding of the Math Language Routines in advancing students' understanding and sense-making about important mathematical ideas and relationships.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math Growth Report	87% of all students in grades K-5 scored proficient or higher in Math.	As measured by the NWEA Math MAP Growth Assessment, the percentage of students in grades K-5 scoring proficient or above will increase from 87% to 90% by June 2025.
NWEA Math Growth Report	49% of Hispanic students in grades K-5 scored proficient or higher in Math.	As measured by the NWEA Math MAP Growth Assessment, the percentage of Hispanic students in grades K-5 scoring proficient or above will increase from 49% to 53% by June 2025.

CAASPP Math Assessment	83% of all grades 3-5 students scored proficient or above in Math.	As measured by the CAASPP Smarter Balanced Math Assessment, the percentage of students in grades 3-5 scoring proficient or above will increase from 83% to 87% by June 2025.
CAASPP Math Assessment	41% of all grades 3-5 Hispanic students scored proficient or above in Math.	As measured by the CAASPP Smarter Balanced Math Assessment, the percentage of Hispanic students in grades 3-5 scoring proficient or above will increase from 41% to 50% by June 2025.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	During the 2024-2025 school year, K-5 teachers will use the Illustrative Math core curriculum for the second year. The main focus will be maintaining the integrity of the curriculum's scope, sequence, and problem-based design. Teachers will closely track the progress of all students and offer the necessary support, such as small group instruction, scaffolding, and interventions to ensure that all students can access the grade-level content and meet the standards. Teachers will receive support through professional development at the site and district levels, ongoing coaching, formal and informal feedback from classroom observations, and regular collaboration among teachers at the same grade level, focusing on analyzing student performance data. There will be a particular emphasis on fostering math communities and encouraging math discourse.	All students with a focus on Hispanic, English Learners, and Targeted Students	1,000 LCAP Substitute Teacher for Collaborative Planning and Professional Development
1.2	A classroom teacher and 3 paraprofessionals will offer extended-hour support opportunities for math and reading to help students meet or exceed grade-level standards. These after-school classes will be offered on Tuesdays, Wednesdays, and Thursdays. The after-school extended-hours support classes will be by invitation only for students who meet the criteria (ELOP), and families will be informed.	Hispanic, English Learners and Socioeconomically Disadvantaged	2,000 LCAP
1.3	The Cherry Chase instructional coach will provide ongoing support for implementing instructional strategies through activities such as guided peer observations, coaching cycles, model lessons, and on-site professional development. These 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 on the	All students with a focus on Hispanic, English Learners, and Targeted Students	District Funded 1000-1999: Certificated Personnel Salaries Instructional Coach

	<p>effective implementation of mathematical practices aligned with the newly adopted Illustrative Math curriculum.</p> <p>During the scheduled meeting time, the instructional coach will support teachers to: Clearly Defined Learning & Language Objectives: By integrating explicit language instruction into content teaching, teachers will ensure that language objectives not only support content learning but also enhance students' ability to articulate their understanding. This approach will align with the English Language Development (ELD) standards, facilitating effective assessment of student progress and enabling tailored instruction.</p> <p>Engagement Strategies for Visible Learning: By incorporating engagement strategies that make learning visible and participatory, teachers will promote active student involvement and the use of academic language in both math and reading instruction.</p> <p>Data-Driven Small Group Instruction: Small group instruction, occurring after whole-group lessons, will focus on fostering academic growth, mastery of essential skills, and collaboration among students. Clear routines and procedures will be established to promote productive, cooperative group work and to ensure students' academic growth and mastery of essential skills.</p> <p>The Site Instructional Coach will partner with administrators, teachers, paras, and service providers to provide targeted, short-term small group or 1:1 intervention for students who qualify for Tier 3 support.</p>		
1.4	Based on substitute availability, teachers in each grade level will be provided with a half-day to plan, collaborate, and align instructional practice, focusing on targeted students and including ELD strategies and academic interventions into their lessons.	All students with a focus on Hispanic, English Learners, and Targeted Students	1,000 LCAP Substitute Teacher for Collaborative Planning and Professional Development
1.5	Based on substitute availability, teachers in each grade level will be provided a half-day to plan, collaborate, and align instructional practice, focusing on small group instruction as an instructional practice.	All students with a focus on Hispanic, English Learners, and Targeted Students	1,000 LCAP Substitute Teacher for Collaborative Planning and Professional Development
1.6	Based on substitute availability, teachers will be released by a substitute to participate in 1:1 meetings with administrators to co-create the MTSS Student Support Plans.	All students with a focus on Hispanic, English Learners, and Targeted Students	1,000 LCAP Substitute Teacher for Collaborative Planning and Professional Development
1.7	Teachers will work collaboratively, with the ultimate goal of achieving better results for the students	All students with a focus on Hispanic, English	9700 LCAP

	<p>they serve through recurring data inquiry cycles and action research.</p> <p>Teachers will analyze student data weekly, biweekly, and monthly in their grade-level PLCs to develop specific learning math goals for students and collaboratively plan lessons and assessments to address their needs as they work toward these goals.</p> <p>Teachers will consult within their grade-level PLC data teams to identify strategies and resources to support their students' math needs.</p> <p>Grade-level leads will facilitate the monthly PLC data cycle meetings.</p>	Learners, and Targeted Students	Level 2 stipends for six teachers (Grade Level Leads)
1.8	<p>TK teachers and administrators will implement the third year of the TK program, aligned with the California Department of Education's (CDE's) Universal Pre-K (UPK) model. Teachers will utilize the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF), which outlines key literacy knowledge and skills appropriate to this age group. Ongoing professional development will include coaching and dedicated planning time.</p>	Transitional Kindergarten Students	<p>1,000 LCAP</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Three TK Teachers</p>
1.9	<p>The MTSS team members will participate in data-driven meetings throughout the course of the year. As a team, they will analyze student data in Math, discuss student progress, determine student needs, and identify possible next steps.</p>	All students with a focus on Hispanic, English Learners, and Targeted Students	<p>District Funded</p> <p>Level 2 stipends for two teachers(MTSS Team Members)</p>
1.10	<p>Students will participate in learning excursions, enrichment opportunities, and/or assemblies that enrich their learning of Math-related content (E.g., Field trips, assemblies, visiting educational partners, etc.).</p>	All students with a focus on Hispanic, English Learners, and Targeted Students	<p>1000 Unrestricted</p> <p>Field Trips</p>
1.11	<p>Cherry Chase Elementary will provide the consumable materials to enhance the learning of all students. This will include learning essentials for students to use to complete and organize their work. This includes, but is not limited to, paper, folders, writing tools, etc.)</p>	All students with a focus on Hispanic, English Learners, and Targeted Students	<p>1,500 Unrestricted</p> <p>Materials and Supplies</p>
1.12	<p>Site leadership teams, including the Principal, AP, and Instructional Coach, will partner with another school site's leadership team to complete classroom walkthroughs focused on culturally responsive teaching practices in the classroom. Time will be spent calibrating, reflecting, and practicing coaching to support teachers and students' growth and learning.</p>	All students with a focus on Hispanic, English Learners, and Targeted Students	<p>District Funded</p> <p>Site Leadership PD</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Preliminary CAASPP data in math showed an overall increase in student achievement from 22-23 to 23-24. The consistent improvement in math achievement points to the overall effectiveness of implementing the newly adopted Illustrative Math Curriculum, in addition to Tier 1 and Tier 2 targeted instructional interventions in the classroom and differentiated instruction.

Since academic discourse is a way to deepen one's content knowledge further and explain mathematical thinking, teachers identified a need to focus on open-ended math tasks that incorporate and encourage discourse with specific language functions identified for students. Sunnyvale School District has aligned professional development foci as follows:

Develop teachers' deep understanding of the mathematical knowledge they are expected to teach and a clear view of how student learning of that mathematics develops and progresses across the year and grades.

Build teachers' belief that their students are capable learners and doers of mathematics.

Enhance teachers' skills in building a math community where students construct knowledge socially through discourse, activity, and interactions related to meaningful problems.

Expand teachers' skills to use a variety of question types to extend students' current ideas to advance their understanding and sense-making about important mathematical ideas and relationships.

Advance teachers' understanding of the Math Language Routines in advancing students' understanding and sense-making about important mathematical ideas and relationships.

Recognizing the need to identify barriers to student learning, in particular for our identified student groups - English Learners, Hispanic Students and Hispanic English Learners - we will focus on:

Clearly Defined Learning & Language Objectives:

By integrating explicit language instruction into content teaching, teachers will ensure that language objectives support content learning and enhance students' ability to articulate their understanding. This approach will align with the English Language Development (ELD) standards, facilitating effective assessment of student progress and enabling tailored instruction.

Engagement Strategies for Visible Learning:

Teachers will promote active student involvement and academic language use in math and reading instruction by incorporating engagement strategies that make learning visible and participatory.

Data-Driven Small Group Instruction:

Small group instruction, occurring after whole-group lessons, will focus on fostering academic growth, mastery of essential skills, and collaboration among students. Clear routines and procedures will be established to promote productive, cooperative group work and to ensure students' academic growth and mastery of essential skills.

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

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

There were no significant differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Although the Kindergarten NWEA Math MAP Growth Assessment is a new assessment for Sunnyvale kindergarten classrooms, Cherry Chase Elementary implemented it last school year. Therefore, Cherry Chase Elementary has Kindergarten NWEA Math MAP Growth Assessment data for the 2023-2024 school year as a baseline.

K-5 teachers will receive more targeted professional development on:

Clearly Defined Learning & Language Objectives:

By integrating explicit language instruction into content teaching, teachers will ensure that language objectives support content learning and enhance students' ability to articulate their understanding. This approach will align with the English Language Development (ELD) standards, facilitating effective assessment of student progress and enabling tailored instruction.

Engagement Strategies for Visible Learning:

By incorporating engagement strategies that make learning visible and participatory, teachers will promote active student involvement and academic language use in math and reading instruction.

Data-Driven Small Group Instruction:

Small group instruction, occurring after whole-group lessons, will focus on fostering academic growth, mastery of essential skills, and collaboration among students. Clear routines and procedures will be established to promote productive, cooperative group work and to ensure students' academic growth and mastery of essential skills.

Also, PLCs are designed to provide a more consistent and systematic way to analyze student performance data to drive instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

English Language Arts

Students will make at least one year of growth if they are currently at or above grade level. Students who are not yet at grade level will make more than one year of growth.

The NWEA MAP Fluency Assessment will be used to determine academic growth toward grade-level proficiency in foundational reading skills over the year for all K-2 students. It will also determine a baseline percentage of students in grades K-2 scoring proficient or above by June 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The percentage of students scoring proficient on district and state assessments, including the CAASPP English Language Arts/Literacy Assessment and NWEA Reading MAP Growth assessments, is strong across grade levels, with an average of 82% of students proficient or higher.

Measured by the CAASPP English Language Arts/Literacy Assessment, students in grades 3 through 5 are excelling above the standard, with notable improvements in the Hispanic and English Learner student groups. The performance of Hispanic students in English Language Arts saw a substantial 9 % increase from 47% to 56% proficient or higher, but they continue to remain a focus group as they continue to show an academic gap compared to the "all student" group. Similarly, the performance of English Learners in English Language Arts showed a commendable 2 % increase from 29% to 31% proficient or higher, but they continue to remain a focus group as they continue to show an academic gap compared to the "all student" group.

At Cherry Chase Elementary, our unwavering commitment to student success is evident in our continued focus on Hispanic English Learners and Hispanic English learners. We are continuously implementing and strengthening instructional practices in designated ELD, integrated ELD strategies, and differentiated instruction for all. Our dedication is further demonstrated by our alignment and consistent provision of a dELD block within the daily schedule within K-5. Our teachers' ongoing professional development and coaching cycles ensure they are equipped with the latest dELD practices. The site's focus on English learners has been embedded into Teacher Goals Conferences, Data Team meetings, PLC meetings, and Collaborative Release days throughout the school year.

At Cherry Chase, we continue to implement the Universal Design for Learning strategy. This strategy provides multiple points of entry for students to access the curriculum and demonstrate their learning across all grade levels. Our commitment to this strategy reinforces our school's dedication to providing an inclusive learning environment for all students.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade K-2 NWEA MAP Fluency	This is a new metric.	A baseline percentage of students in grades K-2 scoring proficient or higher on the NWEA MAP Fluency assessment by June 2025 will be determined.
Grade 3-5 NWEA Reading MAP Growth	82% of students in grades 3-5 scored proficient or higher.	As measured by the NWEA Reading MAP Growth Assessment, the percentage of students in grades K-5 scoring proficient or above will increase from 82% to 85% by June 2025.
Grade 3-5 CAASPP English Language Arts/Literacy Assessment	83% of students in grades 3-5 scored proficient or higher.	As measured by the CAASPP English Language Arts/Literacy Assessment, the percentage of students in grades 3-5 scoring proficient or above will increase from 83% to 85% by June 2025.
Grade 3-5 CAASPP English Language Arts/Literacy Assessment	56% of grades 3-5 Hispanic students scored proficient or higher.	As measured by the CAASPP English Language Arts/Literacy Assessment, the percentage of Hispanic students in grades 3-5 scoring proficient or above will increase from 56% to 61% by June 2025.
3-5 Writing	65% of all students demonstrate proficiency or above in any genre, as measured by the last internal district writing assessments.	By June 2025, 70% of all students demonstrate proficiency in writing in any genre, as measured by an internal writing assessment.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	All students with a focus on Hispanic, English Learners, and Targeted Students	
2.2	The Cherry Chase instructional coach will provide ongoing support for implementing instructional strategies through activities such as guided peer observations, coaching cycles, model lessons, and on-site professional development. These activities will be in alignment with the site-based professional development plan. The Cherry Chase instructional coach will provide professional development and coaching support,	All students with a focus on Hispanic, English Learners, and Targeted Students	District Funded 1000-1999: Certificated Personnel Salaries Instructional Coach

	<p>conduct observations, and provide feedback on the effective implementation of Literacy practices aligned with the newly adopted Really Great Reading and the reading curriculum, Fountas and Pinell.</p> <p>During the scheduled meeting time, the instructional coach will support teachers to: Clearly Defined Learning & Language Objectives: By integrating explicit language instruction into content teaching, teachers will ensure that language objectives support content learning and enhance students' ability to articulate their understanding. This approach will align with the English Language Development (ELD) standards, facilitating effective assessment of student progress and enabling tailored instruction.</p> <p>Engagement Strategies for Visible Learning: By incorporating engagement strategies that make learning visible and participatory, teachers will promote active student involvement and academic language use in math and reading instruction.</p> <p>Data-Driven Small Group Instruction: Small group instruction, occurring after whole-group lessons, will focus on fostering academic growth, mastery of essential skills, and collaboration among students. Clear routines and procedures will be established to promote productive, cooperative group work and to ensure students' academic growth and mastery of essential skills.</p> <p>The Site Instructional Coach will partner with administrators, teachers, paras, and service providers to provide targeted, short-term small group or 1:1 intervention for students who qualify for Tier 3 support.</p>		
<p>2.3</p>	<p>Based on substitute availability, teachers in each grade level will be provided a half day to plan, collaborate, and align instructional practice focusing on targeted students and include ELD strategies and academic interventions into their lessons.</p>	<p>English Learners</p>	<p>1,000 LCAP</p> <p>Substitute Teacher for Collaborative Planning and Professional Development</p>
<p>2.4</p>	<p>In the 2024-2025 school year, K-5 teachers will closely monitor all students' progress and provide the necessary support, such as small group instruction, scaffolding, and interventions, to ensure all students can access the grade-level content and meet the standards.</p> <p>K-2 teachers will use the Really Great Reading phonics curriculum to support foundational literacy skills.</p> <p>Teachers will utilize instructional strategies and supplemental materials, including Lexia, Lexia English, Decodables, and UFLI, to balance their literacy program and instructions.</p>	<p>All students with a focus on Hispanic, English Learners, and Targeted Students</p>	<p>1,000 LCAP</p> <p>Substitute Teacher for Collaborative Planning and Professional Development</p>

	<p>Teachers will be supported through professional development at the site and district levels, ongoing coaching, formal and informal feedback from classroom observations, and regular collaboration among teachers at the same grade level, focusing on analyzing student performance data.</p> <p>Teachers and administrators will monitor all students' progress with a particular focus on English learners and student groups in reading through PLCs and 1:1 meetings</p>		
2.5	<p>Teachers will work collaboratively, with the ultimate goal of achieving better results for the students they serve through recurring data inquiry cycles and action research.</p> <p>Teachers will analyze student data weekly, biweekly, and monthly in their grade level PLCs to develop specific learning goals for students and collaboratively plan lessons and assessments to address their needs as they work toward their learning goals.</p> <p>Teachers will consult within their grade level PLC data teams to identify strategies and resources to support the needs of their students.</p> <p>Grade-level leads will facilitate the monthly PLC data cycle meetings.</p>	All students with a focus on Hispanic, English Learners, and Targeted Students	
2.6	<p>A classroom teacher and 3 paraprofessionals will offer extended-hour support opportunities for math and reading to help students meet or exceed grade-level standards. These after-school classes will be offered on Tuesdays, Wednesdays, and Thursdays. The after-school extended-hours support classes will be by invitation only for students who meet the criteria (ELOP), and families will be informed.</p>	English Learners and Targeted Students	2,000 LCAP EWAs
2.7	<p>Based on substitute availability, teachers in each grade level will get a half day to plan, collaborate, and align instructional practice, focusing on small group instruction as an instructional practice.</p>	All students with a focus on Hispanic, English Learners, and Targeted Students	1,500 LCAP Substitute Teacher for Collaborative Planning and Professional Development
2.8	<p>Based on substitute availability, teachers will be released three times per year to participate in 1:1 meetings with administrators to co-create the MTSS Student Support Plans and monitor targeted students' academic progress throughout the year.</p>	All students with a focus on Hispanic, English Learners, and Targeted Students	2,500 LCAP Substitute Teacher for Collaborative Planning and Professional Development
2.9	<p>TK teachers and administrators will implement the third year of the TK program, aligned with the California Department of Education's (CDE's) Universal Pre-K (UPK) model. Teachers will utilize the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF), which outlines key literacy knowledge and skills appropriate to this</p>	Transitional Kindergarten (TK) Students	District Funded 1000-1999: Certificated Personnel Salaries Three TK Teachers

	age group. Ongoing professional development will include coaching and dedicated planning time.		
2.10	The Cherry Chase Instructional Coach will use various intervention resources to deliver and monitor targeted Tier 3 interventions for students needing academic, behavioral, or social-emotional support. This work will be monitored and supported by the MTSS team. MTSS team members will participate in data-driven meetings throughout the course of the year. As a team, they will analyze student data in English Language Arts/Literacy, discuss student progress, determine student needs, and identify possible next steps.	All students with a focus on Hispanic, English Learners, and Targeted Students	District Funded Instructional Coach LCAP 1000-1999: Certificated Personnel Salaries Two level 2 Stipends (MTSS Team Members)
2.11	K-2 teachers will receive training on NWEA MAP Fluency Assessment and Reports; 3-5 teachers will engage in professional development, including coaching and planning time, on the use of the CORE Literacy Assessment and UFLI intervention program. Both will receive support through professional development, embedded coaching, and feedback via classroom walkthroughs on best pedagogical practices aligned with SSD's Vision for Literacy.	All students with a focus on Hispanic, English Learners, and Targeted Students	2,000 LCAP Substitute Teacher for Collaborative Planning and Professional Development
2.12	Students will participate in learning excursions, enrichment opportunities, and/or assemblies that enrich their learning of ELA-related content (E.g., Field trips, assemblies, visiting educational partners, etc.).	All students with a focus on Hispanic, English Learners, and Targeted Students	
2.13	Cherry Chase Elementary will provide the consumable materials to enhance the learning of all students. This will include learning essentials for students to use to complete and organize their work. This includes, but is not limited to, paper, folders, writing tools, etc.)	All students with a focus on Hispanic, English Learners, and Targeted Students	6,000 Unrestricted Materials and Supplies
2.14	Library books will be refreshed and updated to include culturally relevant, high-interest content for students that reflects our school's cultural diversity.	All students with a focus on Hispanic, English Learners, and Targeted Students	1,500 LCAP Library Book and Magazines
2.15	Site leadership teams, including the Principal, AP, and Instructional Coach, will partner with another school site's leadership team to complete classroom walkthroughs focused on culturally responsive teaching practices in the classroom. Time will be spent calibrating, reflecting, and practicing coaching to support teachers and students' growth and learning.	All students with a focus on Hispanic, English Learners, and Targeted Students	District Funded Site Leadership PD

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Preliminary CAASPP data in Reading showed an overall increase in student achievement from 22-23 to 23-24. The consistent improvement in Reading achievement points to the overall effectiveness of the use of an adaptive reading program, Lexia, small group instruction targeting foundational reading skills, the implementation of Tier 1 and Tier 2 targeted instructional interventions in the classroom, and differentiated instruction.

Recognizing the need to identify barriers to student learning, in particular for our identified student groups - English Learners, Hispanic Students and Hispanic English Learners - we will focus on:

Clearly Defined Learning & Language Objectives:

By integrating explicit language instruction into content teaching, teachers will ensure that language objectives support content learning and enhance students' ability to articulate their understanding. This approach will align with the English Language Development (ELD) standards, facilitating effective assessment of student progress and enabling tailored instruction.

Engagement Strategies for Visible Learning:

By incorporating engagement strategies that make learning visible and participatory, teachers will promote active student involvement and academic language use in math and reading instruction.

Data-Driven Small Group Instruction:

Small group instruction, occurring after whole-group lessons, will focus on fostering academic growth, mastery of essential skills, and collaboration among students. Clear routines and procedures will be established to promote productive, cooperative group work and to ensure students' academic growth and mastery of essential skills.

We will use Sunnyvale School District's Vision for ELA to determine the next steps, which will include specific actions and strategies.

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

There were no significant differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

The NWEA MAP Fluency Assessment is a new assessment for K-2 classrooms in Sunnyvale School District and Cherry Chase Elementary for the 2024-2025 school year. We will be using this year's data collection to set a baseline.

K-5 teachers will receive more targeted professional development on:

Clearly Defined Learning & Language Objectives:

By integrating explicit language instruction into content teaching, teachers will ensure that language objectives support content learning and enhance students' ability to articulate their understanding. This approach will align with the English Language Development (ELD) standards, facilitating effective assessment of student progress and enabling tailored instruction.

Engagement Strategies for Visible Learning:

By incorporating engagement strategies that make learning visible and participatory, teachers will promote active student involvement and academic language use in math and reading instruction.

Data-Driven Small Group Instruction:

Small group instruction, occurring after whole-group lessons, will focus on fostering academic growth, mastery of essential skills, and collaboration among students. Clear routines and procedures will be established to promote productive, cooperative group work and to ensure students' academic growth and mastery of essential skills.

Also, PLCs are designed to provide a more consistent and systematic way to analyze student performance data to drive instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Social-Emotional Learning and Student Engagement

The Sunnyvale School District surveys staff, families, and students in grades 3-5 twice yearly with the Panorama Survey to determine strengths and areas of focus/growth in supporting a "Sense of Belonging."

Every student will experience a sense of belonging, trusting relationships with teachers and staff, and access to timely support. Every student will actively partner in their learning process, share ownership for achieving their learning goals, and contribute meaningfully to their school and community.

As measured by the Panorama Student Survey, the percentage of students in grades 3-5 responding favorably to Self-Management will increase from 80% to 85% by Spring 2025.

As measured by the Panorama Student Survey, the percentage of students in grades 3-5 responding favorably to Growth Mindset will increase from 77% to 82% by Spring 2025.

The percentage of Hispanic/Latinx students who are chronically absent will decrease from X to X as measured by average daily attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Students Experience Inclusive and Nurturing Environments
- Goal 3: Students demonstrate responsibility for learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the results of the Panorama Survey Administered in the Spring of 2024, 80% of students responded favorably to questions regarding Self-Management, “During the past 30 days...When you were working independently, how often did you stay focused?” and “During the past 30 days...How often did you pay attention and ignore distractions?” There is a need to continue to provide opportunities for students and families to learn strategies to build self-management, including how well students manage their emotions, thoughts, and behaviors in different situations.

Based on the results of the Panorama Survey Administered in the Spring of 2024, 77% of students responded favorably to questions regarding Growth Mindset, “In school, how possible is it for you to change: Behaving well in class” and “In school, how possible is it for you to change: How easily you give up” There is a need to continue to provide opportunities for students and families to learn strategies to build Growth Mindset including student perceptions of whether they have the potential to change those factors that are central to their performance in school.

It is imperative that we maintain our focus on nurturing students' social, emotional, relationship, and behavioral skills. These skills are crucial in shaping them into responsible global citizens, and our continued support is essential for their holistic development.

Chronic Absenteeism is defined as students missing more than 10% of the school year. While the overall percentage of Chronically Absent Students remains relatively low at 8%, it is crucial to note the 1% increase from the previous measure. This underscores the importance of implementing and continuing strategies to support regular school attendance. It's not just a number, it's a direct impact on student learning and development that we must address.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey	In the Spring of 2024, 80% of students in grades 3-5 responded favorably to Self-Management. In the Spring of 2024, 77% of students in grades 3-5 responded favorably to Growth Mindset.	The percentage of students in grades 3-5 responding favorably to Self-Management will increase from 80% to 85% by Spring 2025. The percentage of students in grades 3-5 responding favorably to Growth Mindset will increase from 77% to 82% by Spring 2025.
Internal District Data on Chronic Absenteeism.-All Students	In 2024, 8% of students were reported to have Chronic Absenteeism.	As measured by the California Dashboard, the percentage of students reporting Chronic Absenteeism will decrease from 8% to 5% or less.
California Dashboard Chronic Absenteeism-English Learners	In 2023, 9.4% of students were reported to have Chronic Absenteeism.	As measured by the California Dashboard, the percentage of English Learner students reporting Chronic Absenteeism will decrease from 9.4% to 5% or less.
California Dashboard Chronic Absenteeism-Hispanic	In 2023, 25% of students were reported to have Chronic Absenteeism.	As measured by the California Dashboard, the percentage of students reporting Chronic Absenteeism will decrease from 15% or less.
California Dashboard Chronic Absenteeism-Socio-Economically Disadvantaged	In 2023, 17% of students were reported to have Chronic Absenteeism.	As measured by the California Dashboard, the percentage of students reporting Chronic Absenteeism will decrease from 10% or less.

Parent Sign in Data Sheets for Back to School 2024	In the fall of 2024, 93% of parents, guardians, or family members attended the Back-to-School Night.	As measure by Parent Sign in Data Sheets, we will maintain or increase parents, guardians, or family members' attendance at Back to School Night 2025.
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>We continue to build Charger Pride at Cherry Chase Elementary By:</p> <p>Continue to enforce PBIS (Positive Intervention and Behavior Supports)/School Climate Team for consistent implementation and communication of behavior expectations and consequences.</p> <p>On August 23, 2024, all grade levels will participate in the beginning-of-year Charger Pride Expectations Assembly presented by Ms. Marchant and Ms. Brett. Administrators visited kindergarten and TK classes with a modified version of the Expectation Assembly that was age-appropriate. The goal of the assembly was to re-establish Charger Pride, behavior expectations, policies, and procedures, and go over student support systems.</p> <p>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.</p> <p>The principal and assistant principal lead these activities.</p> <p>PTA funds support Charger Pride and Citizen of the Month Awards.</p>	All Students	<p>1,000 Unrestricted</p> <p>Rewards</p>
3.2	<p>We have aligned Response to Intervention (RTI) procedures with District expectations for Multi-Tiered Systems of Support (MTSS).</p> <p>Our commitment to monitoring the progress of all students with a particular area of need is demonstrated through the regularity of our meetings. These include the MTSS Tier 1 and 2/3 site Teams, English Learner Progress Monitoring (ELPM), and regular grade-level PLC meetings.</p> <p>Administrators will meet 1:1 three times during the school year with teachers who have students who still need to reach proficiency in ELA and Math according to the CAASPP and NWEA</p>	Students with challenges in attendance, behavior, academics, and social-emotional well-being	

	<p>data to create action plans for MTSS level 1/2 supports in the classroom.</p> <p>Throughout the year, teachers will use progress monitoring data (CORE, RGR, NWEA, MAP Fluency, IM Section Check Points, IM End of Unit Assessments, and Writing Assessments) to continue to support students in achieving grade-level proficiency.</p>		
3.3	The Cherry Chase PTA, in collaboration with the school administration, 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.	All Students	
3.4	<p>The Cherry Chase PTA, in collaboration with the school administration, puts on culturally responsive events throughout the year. The school community, as well as the local community, participate in these events. Some of the major events are:</p> <ul style="list-style-type: none"> Fall Festival Diwali Festival Lunar New Year Festival International Night Festival <p>The purpose of these events is to highlight and learn about the globally diverse community at Cherry Chase Elementary.</p>	All students	<p>10,000 Unrestricted Event Planning</p>
3.5	Planning time has been allocated for teachers throughout the year to engage in coaching cycles, plan dELD lessons, and implement effective UDL strategies and effective instructional strategies with the instructional coach.	All Students	<p>1,000 LCAP</p> <p>Substitute teacher for collaborative planning and professional development.</p>
3.6	<p>The Arts and Music in Schools (AMS) initiative provides additional funding for arts education in California public schools. On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act.</p> <p>4th and 5th grade students will participate in Music or Drama classes weekly, which will be provided by a certificated Music or Drama teacher.</p> <p>The Drama program will run from August to December 19, 2024. The Music program will run from January 6 to June 12, 2025.</p>	All Students-Grades 4-5	District Funded 1000-1999: Certificated Personnel Salaries
3.7	Students Experience an Inclusive & Nurturing Environment that supports them in students' regular attendance in school and class.	All Students	

	<p>Every teacher connects with 100% of families during the first two weeks of school.</p> <p>Teachers ensure all families are invited and have access to information shared at Back to School Night.</p> <p>Teachers and the principal send out weekly newsletters.</p> <p>Teachers build positive relationships with students and families by learning their child's "STORY."</p> <p>Teachers, administrators, and support providers review CUM folders to find out more about their students.</p> <p>Teachers meet with 100% of families for goals conferences</p> <p>Teachers, administrators, and support providers implement SEL strategies daily in the classroom</p> <p>Teachers implement UDL strategies to transform the classroom space to meet the needs of the students</p> <p>Teachers, administrators, and support providers participate in school events</p> <p>Teachers, administrators, and support providers conduct home visits</p>		
3.8	<p>The school attendance team (school principal, assistant principal, attendance administrator, and MTSS members) will educate and support staff in using the School Attendance Review Team process to identify and support students exhibiting at-risk attendance patterns, support parents, and connect with district-level MTSS/SARB support as needed.</p>	All Students	
3.9	<p>Teachers will continue to implement the Second Step curriculum purchased for every classroom to teach and reinforce common strategies for social-emotional learning (self-regulation skills, social-emotional competencies, and school connectedness).</p> <p>Teachers will embed SEL practices throughout the day in all their lessons and activities to ensure students feel connected, have a sense of belonging, and are included in a caring school community.</p>	All Students	
3.10	<p>Provide periodic training for noon aides to ensure consistency in supervision in alignment with PBIS, Playworks, Project Cornerstone, and Second Step principles.</p>	All Students	<p>1,500 LCAP</p> <p>Professional Development and Collaboration</p>
3.11	<p>Continue our collaboration with local agencies in support of social-emotional well-being for students and staff. These agencies include:</p> <p>Acknowledge Alliance for Resilience support</p> <p>PHC (Pacific Heights Clinics)</p> <p>Playworks for sustaining a positive recess and physical education climate</p> <p>Project Cornerstone for SEL support through ABC Readers</p>	All Students	

	Walk and Roll to School for student safety		
3.12	Provide opportunities for students to develop leadership skills, such as, but not limited to: Superintendent Luncheons Representatives Student Council The Green Team Zero Waste Champions Club Playworks Junior Coaches Friday Flag announcers School Drama Plays and Performances	All Students	
3.13	Materials to support students' development are purchased annually. Training will be provided for materials for supporting students as part of a multi-tiered system of interventions, including push-in or pull-out support, specialized curriculum, and before/after-school tutorials. Materials may include behavioral, social, or emotional management tools, such as classroom fidgets, noise-canceling headphones, token boards, or chair bands.	All Students	1,500 Unrestricted Materials and Supplies
3.14	Materials to support collaborative and inclusive play, including playground equipment and board games for Lunch Bunch, an alternative quiet space recess in the library, are purchased annually.	All Students	1,500 Unrestricted
3.15	Cherry Chase Elementary is implementing the first full year of free and reduced after-school enrichment opportunities through district-sponsored programs, Right After School (RAS).	English Learners, Socio-Economically Disadvantaged Students	District Funded ELOP
3.16	The Cherry Chase PTA contracts with outside vendors to provide paid after-school enrichment programs on the Cherry Chase campus to support families. All after-school programs will provide at least one scholarship for low-income families.	All Students	
3.17	Cherry Chase Elementary is implementing the first full year of free to and from school transportation for qualifying students.	All Students	District Funded Transportation
3.18	Three teachers represent the Cherry Chase School Site Council, and one serves in the Cherry Chase PTA to continue to build relationships and connections with our parent community.	All Students	District Funded Level one stipends for four teachers
3.19	To support parent engagement and education, the administrators will offer regular opportunities for dialogue with parents and community members through Cherry Chase PTA meetings, School Site Council, Coffee with the principal, and Open-Door policy to access the principal and assistant principal. In addition, family education opportunities will be advertised and provided through the Sunnyvale School District, Columbia Neighborhood Center, the Sunnyvale Public Library, and district or school personnel.	All Students	2,000 Unrestricted
3.20	At Cherry Chase Elementary, we are committed to global diversity. To ensure effective communication, we have two dedicated staff members who serve as translators for Spanish, Tamil, and Hindi.	All Students	District Funded 2 Stipends for bilingual paraprofessionals

	<p>Spanish Tamil Hindi</p> <p>In addition, we have a positive relationship with parents who speak other languages and serve as translators if needed. Languages include: Ukrainian Russian Turkish Chinese Japanese Korean</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Based on the 2023 California Dashboard, there is a need to focus on chronic absenteeism, primarily for students with disabilities and Hispanic students, through attendance data monitoring.

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

There were no significant differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

K-5 teachers will receive more targeted professional development on:

Clearly Defined Learning & Language Objectives:
By integrating explicit language instruction into content teaching, teachers will ensure that language objectives support content learning and enhance students' ability to articulate their understanding. This approach will align with the English Language Development (ELD) standards, facilitating every student to have and express their thoughts, ideas, and opinions.

Engagement Strategies for Visible Learning:
By incorporating engagement strategies that make learning visible and participatory, teachers will promote active student involvement and academic language use in all content areas, including social-emotional learning.

Data-Driven Small Group Instruction:
Small group instruction, occurring after whole-group lessons, will focus on fostering academic growth, mastery of essential skills, and collaboration among students. Clear routines and procedures will be established to promote productive, cooperative group work and to ensure students' academic growth and social-emotional growth.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

English Learners

English learners will receive personalized academic and nonacademic support necessary to accelerate their growth and close the current opportunity and academic gap.

Fluctuations in our English learner population each year, including student reclassification to English proficient status and the addition of newcomers with varying levels of English proficiency, make it challenging to compare ELPAC data from year to year. This may not fully reflect the effectiveness of instructional practices. It's important to consider additional indicators, such as reclassification rates, to get a more accurate picture of English learner achievement.

The percentage of Grade 1-5 EL students reclassified as English proficient will increase from 10.6% (11 students) by June 2025.

The percentage of Grade 1-5 non-Hispanic students reclassified as English proficient will increase by 5% by June 2025.

The percentage of Grade 1-5 Hispanic EL students reclassified will increase by 5% by June 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English Learners and Reclassified English Learners will continue as a focus group for all core academic content areas at Cherry Chase Elementary.

The percentage of students scoring proficient on district and state assessments, including the CAASPP English Language Arts/Literacy Assessment and NWEA Reading MAP Growth assessments, is strong across grade levels, with an average of 82% of students proficient or higher.

Measured by the CAASPP English Language Arts/Literacy Assessment, students in grades 3 through 5 excel above the standard, with notable improvements in the Hispanic and English Learner student groups. The performance of Hispanic students in English Language Arts saw a substantial 9 % increase from 47% to 56% proficient or higher. Similarly, the performance of English Learners in English Language Arts showed a commendable 2 % increase from 29% to 31% proficient or higher.

Effective and targeted designated ELD language arts and mathematics instruction focusing on academic language specific to each core content area continues to be a school-wide need. At Cherry Chase Elementary, our unwavering commitment to student success is evident in our continued focus on Hispanic and Hispanic English learners. We continuously implement and strengthen instructional practices in designated ELD, integrated ELD strategies, and differentiated instruction for all. Our dedication is further demonstrated by our alignment and consistent provision of a dELD block within the daily schedule within K-5. Teachers continue to develop and refine their understanding of dELD practices through ongoing professional development and coaching cycles. The site's focus on English learners has been embedded into Teacher Goals Conferences, Data Team meetings, PLC meetings, and Collaborative Release days throughout the school year.

At Cherry Chase, we continue implementing the Universal Design for Learning strategy. This strategy provides multiple entry points for students to access the curriculum and demonstrate their learning across all grade levels. Our commitment to this strategy reinforces our school's dedication to providing an inclusive learning environment for all students.

In addition, Cherry Chase will continue to focus on rigorously implementing the Writer's Workshop to accelerate the growth students demonstrate in Writing. Our site-based writing data indicate that 65% of all students demonstrate proficiency or above in any genre, and English Learners are achieving at an even lower rate, as measured by internal district writing. Writing at a proficiency level is critical for all English Learners to achieve proficiency. Sunnyvale School District does not have a comprehensive writing curriculum. At this time, an SSD Board-approved writing curriculum is needed.

Another area of need is to continue working with teachers to use and analyze student performance data to drive instruction and identify target skills to be reinforced in the classroom. At Cherry Chase, we are committed to analyzing data weekly, biweekly, and monthly to determine the best pedagogical practices that have yielded positive outcomes for English Learners.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Data	<p>8% of EL students were reclassified as English proficient.</p> <p>8% of non-Hispanic EL students were reclassified as English proficient.</p> <p>0% of Hispanic EL students were reclassified as English proficient.</p>	<p>The percentage of Grade 1-5 EL students reclassified as English proficient will increase from 10.6% (11 students) by June 2025.</p> <p>The percentage of Grade 1-5 non-Hispanic students reclassified as English proficient will increase by 5% by June 2025.</p>

		The percentage of Grade 1-5 Hispanic EL students reclassified will increase by 5% by June 2025.
NWEA Reading-Grades 3-5	33% of English Learner students in grades 1-5 scored proficient or above.	As measured by the NWEA Reading MAP Growth Assessment, the percentage of students in grades 3-5 scoring proficient or above will increase from 33% to 40% by June 2025.
NWEA Math-Grades 3-5	60% of English Learner students in grades 1-5 scored proficient or above.	As measured by the NWEA Math MAP Growth Assessment, the percentage of students in grades K-5 scoring proficient or above will increase from 60% to 65% by June 2025.
NWEA Math-Grades 1-5	60% of English Learner students in grades 3-5 scoring proficient or above in Reading.	As measured by the CAASPP Reading Assessment, the percentage of students in grades K-5 scoring proficient or above will increase from 60% to 65% by June 2025.
CAASPP 3-5 English Learners-Reading	31% of English Learner students in grades 3-5 scoring proficient or above in ELA.	As measured by the CAASPP Reading Assessment, the percentage of students in grades 3-5 scoring proficient or above will increase from 31% to 36% by June 2025.
CAASPP 3-5 English Learners-Math	40% of English Learner students in grades 3-5 scoring proficient or above in Math.	As measured by the CAASPP Reading Assessment, the percentage of students in grades 3-5 scoring proficient or above will increase from 40% to 45% by June 2025.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	EL newcomers will be assessed by the Instructional Coach using a new assessment .	English Learners	District Funded Instructional Coach
4.2	ELD newcomers (English Learners enrolled in the United States for less than a year) will receive intensive ELD language instruction to acclimate to the new school and environment.	English Learners	undetermined
4.3	100% of K-5 teachers will implement a designated English Learner block in their classrooms for 30 minutes five days per week. This work will be supported through site and district PD (with a focus on introducing and familiarizing staff with SSDs ELD and NewcomerToolkits), ongoing, embedded coaching on effective UDL and Designated/Integrated ELD practices, informal/formal observation feedback, and participation in regular grade level collaboration	English Learners	

4.4	Site leadership teams, including the Principal, AP, and Instructional Coach, will partner with another school site's leadership team to focus on culturally responsive teaching practices in the classroom. The team will conduct classroom walks focused on these practices. Members will spend time calibrating, reflecting, and practicing coaching to support teachers' and students' growth and learning.	English Learners	District Funded Site Leadership Teams
4.5	We will administer the English Learner Proficiency Assessment of California (ELPAC) and use the results as one piece of data for placement in ELD instruction for English Learners in kindergarten through fifth grade. These data will also be used in conjunction with local assessment data to determine eligibility for reclassification.	English Learners	2000 LCAP Substitutes/Supplies
4.6	A classroom teacher and 3 paraprofessionals will offer extended-hour support opportunities for math and reading to help students meet or exceed grade-level standards. These after-school classes will be offered on Tuesdays, Wednesdays, and Thursdays. The after-school extended-hours support classes will be by invitation only for students who meet the criteria (ELOP), and families will be informed.	English Learners	2,000 LCAP Overtime
4.7	Cherry Chase Elementary will provide additional support to students who are at risk of becoming long-term English Learners (ARLTELs) through English Learner Progress Monitoring (ELPM). This may include release time, professional development, and additional family education to help families understand the process of reclassification and how they can access support through the school to help their students achieve academic goals.	English Learners	1,500 LCAP Substitute Teacher for Collaborative Planning and Professional Development
4.8	Two highly qualified Cherry Chase teachers will participate in an SSD ELD curriculum pilot to provide input on the adoption of a new curriculum. Pilot teachers will share strategies and continue with their peers to learn and refine their skills and pedagogical practices to support English Language Learners.	English Learners	District Funded Pilot Curricula
4.9			
4.10	Based on substitute availability, teachers will be released three times per year to participate in 1:1 meetings with administrators to monitor English Learners' language and academic progress throughout the year. The team will look at ELPAC	English Learners	1,000 LCAP

	results, NWEA data, and their progress in writing assessments.		Substitute Teacher for Collaborative Planning and Professional Development
4.11	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.	English Learners	2,000 LCAP Substitute Teacher for Collaborative Planning and Professional Development
4.12	Students will participate in learning excursions, enrichment opportunities, and/or assemblies that enrich their learning of core content standards (E.g., Field trips, assemblies, visiting educational partners, etc.).	English Learners	1,500 LCAP
4.13	Cherry Chase Elementary will provide the consumable materials to enhance the learning of all students. This will include learning essentials for students to use to complete and organize their work. This includes, but is not limited to, paper, folders, writing tools, etc.)	English Learners	1,000 LCAP
4.14	<p>The Cherry Chase instructional coach will provide ongoing support for implementing instructional strategies through activities such as guided peer observations, coaching cycles, model lessons, and on-site professional development. These activities will be in alignment with the site-based professional development plan.</p> <p>The Cherry Chase instructional coach will provide professional development and coaching support, conduct observations, and provide feedback on the effective implementation of mathematical practices aligned with the newly adopted Illustrative Math curriculum.</p> <p>During the scheduled meeting time, the instructional coach will support teachers to: Clearly Defined Learning & Language Objectives: By integrating explicit language instruction into content teaching, teachers will ensure that language objectives not only support content learning but also enhance students' ability to articulate their understanding. This approach will align with the English Language Development (ELD) standards, facilitating effective assessment of student progress and enabling tailored instruction.</p> <p>Engagement Strategies for Visible Learning: By incorporating engagement strategies that make learning visible and participatory, teachers will promote active student involvement and the use of academic language in both math and reading instruction.</p> <p>Data-Driven Small Group Instruction: Small group instruction, occurring after whole-group lessons, will focus on fostering academic</p>	English Learners	1,500 LCAP Substitute Teacher for Collaborative Planning and Professional Development

	growth, mastery of essential skills, and collaboration among students. Clear routines and procedures will be established to promote productive, cooperative group work and to ensure students' academic growth and mastery of essential skills.		
4.15	Site leadership teams, including the Principal, AP, and Instructional Coach, will partner with another school site's leadership team to complete classroom walkthroughs focused on culturally responsive teaching practices in the classroom. Time will be spent calibrating, reflecting, and practicing coaching to support teachers and students' growth and learning.	All students with a focus on Hispanic, English Learners, and Targeted Students	District Funded Site Leadership PD

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Teachers participate in the regular English Learner Progress Monitoring meetings to discuss student progress and set goals. Instructional coaching was provided to all teachers to support designated and integrated English Language Development instruction. All English learners receive designated ELD 30 minutes daily in the classroom from their classroom teacher and integrated ELD strategies throughout the day.

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

There were no significant differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

K-5 teachers will receive more targeted professional development on:

Clearly Defined Learning & Language Objectives:

By integrating explicit language instruction into content teaching, teachers will ensure that language objectives not only support content learning but also enhance students' ability to articulate their understanding. This approach will align with the English Language Development (ELD) standards, facilitating effective assessment of student progress and enabling tailored instruction.

Engagement Strategies for Visible Learning:

By incorporating engagement strategies that make learning visible and participatory, teachers will promote active student involvement and the use of academic language in both math and reading instruction.

Data-Driven Small Group Instruction:

Small group instruction, occurring after whole-group lessons, will focus on fostering academic growth, mastery of essential skills, and collaboration among students. Clear routines and procedures will be established to promote productive, cooperative group work and to ensure students' academic growth and mastery of essential skills.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$121,700.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCAP	\$43,200.00
Unrestricted	\$78,500.00

Subtotal of state or local funds included for this school: \$121,700.00

Total of federal, state, and/or local funds for this school: \$121,700.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	43,000	-200.00
SITE	52,146	52,146.00
SLIP	38,340	38,340.00
Other	66,406	66,406.00
Parent-Teacher Association (PTA)	125,000	125,000.00

Expenditures by Funding Source

Funding Source	Amount
LCAP	43,200.00
Unrestricted	78,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	69,000.00
1000-1999: Certificated Personnel Salaries	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	42,200.00
1000-1999: Certificated Personnel Salaries	LCAP	1,000.00
	Unrestricted	78,500.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
19,200.00
71,500.00
18,500.00
12,500.00

School Site Council Membership

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

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

Name of Members	Role
Gloria Marchant	Principal
Diana Kunze	Other School Staff
Katie Byrd	Classroom Teacher
Mike Nelson	Classroom Teacher
Ashley Fitzgerald	Classroom Teacher
Hemal Mehta	Parent or Community Member
Ruchi Agarwal	Parent or Community Member
Elina Ruan	Parent or Community Member
Tanuj Mittal	Parent or Community Member
Sangeetha Iyer	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 17, 2024.

Attested:



Principal, Gloria Marchant on 09-17-24



SSC Chairperson, Ruchi Agarwal on 09-17-24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023