



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cumberland Elementary School	43696906049175	September 9, 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 Cumberland Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 Cumberland Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Cumberland is a TK-5 Elementary School in the city of Sunnyvale. Located approximately 40 miles south of San Francisco and just 12 miles north of San Jose, Cumberland is in the heart of Silicon Valley. Cumberland was originally built in 1964 and since then it has had a rich history of excellence in education marked by high achievement and tremendous community support and involvement. If you come to Cumberland on any given day you will see parents and community volunteers working in close collaboration with the school and its staff to support learning at all levels.

Cumberland is a proud member of the Sunnyvale School District, which is the only district completely contained within the city's borders. Our District's mission is to provide every student with a strong foundation of academic, behavioral, and social-emotional skills to prepare them for success in a diverse, challenging, and changing world. Our district's promise is that 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.

The most recent demographic data on the California Dashboard indicates that in 2022-2023, Cumberland served a diverse group of 600 students consisting of 40% Asian, 34% White, 13% Hispanic/Latino, 1% Filipino, and <1% Black or African American, American Indian or Pacific Islander. Our student population included speakers of 21 different languages.

- 20% English learner students
- 14% Socio-Economically Disadvantaged students
- 10% qualify for Special Education services, with a high percentage of those with IEPs qualifying for speech only.

Our 2024-2025 School Plan for Student Achievement (SPSA) closely aligns with our district LCAP & Strategic Plan with a focus on Cumberland's particular areas of need for maintaining and improving student outcomes, including addressing the needs of student groups.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Sunnyvale School District's approach to engaging educational partners in the development of the Local Control and Accountability Plan (LCAP) was marked by a commitment to inclusivity and collaboration at every stage of the process. Leveraging the necessity to craft a new LCAP, the district opted to concurrently draft a six-year Strategic Plan, ensuring a comprehensive and forward-thinking approach to educational planning. The district embarked on a journey that prioritized the voices of its diverse community members, including specific parent groups such as underserved parents, parents of English Learner (EL) students, and parents of students receiving Special Education services. Additionally, middle school parents, elementary school parents, middle school students, and elementary school students were actively engaged, ensuring a broad representation of perspectives throughout the decision-making process.

The Cumberland School Site Council reviewed portions of the existing School Plan for Student Achievement (SPSA) throughout 2023-2024 and gave input on each goal area in preparation for the annual update. Meetings that included SPSA review and substantive feedback were held in August 2023, February 2024, April 2024, and September 2024. This input informed the goals, actions, and strategies in the 2024-25 SPSA. In addition, the English Learner Advisory Committee (ELAC) reviewed elements of the existing plan in March of 2024. Parents present at the meeting had the opportunity to give input on the SPSA as it relates to English Learners.

A summary of school goals from the current SPSA is included in the Staff Handbook, which is updated annually. Administrators shared updates on those goals with staff at staff meetings held throughout the year. Certificated staff reviewed and provided input on goals for the next year at the May 2024 staff meeting. All staff and grades 3-5 students

had the opportunity to provide feedback used to inform school goals via the twice yearly Panorama Survey (held in September and May). The complete plan is available to all staff members in print and online in a variety of locations.

As we implement these goals, all community partners are committed to SSD's promise that 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, as well as to our school's mission: "To develop globally aware learners who are compassionate problem solvers and leaders." We do this by providing an exemplary education in a welcoming, joy-filled community where each person feels safe, valued, and prepared to contribute to an ever-changing world.

Resource Inequities

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

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.

No state indicators for which overall performance was in the "Red" or "Orange" performance category.

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.

Students with disabilities scored in the "Yellow" performance category for overall performance in Math. This is 2 bands below "all student" performance (blue) and 27 points below standard.

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 incorporate and expand Culturally Responsive Teaching Practices and Social Emotional supports will also benefit our target student groups. To support monitoring of student progress toward these goals, we will use the Panorama Survey data.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.32%	0.16%	0.34%	2	1	2
African American	0.65%	0.66%	0.51%	4	4	3
Asian	44.32%	42.76%	40.07%	273	260	236
Filipino	1.30%	0.99%	1.02%	8	6	6
Hispanic/Latino	8.93%	11.68%	12.73%	55	71	75
Pacific Islander	%	0%	0.17%	0	0	1
White	31.66%	31.58%	33.96%	195	192	200
Multiple/No Response	11.53%	11.02%	10.19%	71	67	60
Total Enrollment				616	608	589

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten	0	0	20
Kindergarten	95	100	84
Grade 1	93	89	103
Grade 2	109	99	85
Grade 3	106	110	97
Grade 4	108	101	104
Grade 5	105	109	96
Total Enrollment	616	608	609

Conclusions based on this data:

1. While total enrollment has remained relatively consistent the past 3 years, our site added a TK class in 2023-2024 indicating that we've experienced a slight decline in overall enrollment K-5. Most cohorts show a relatively stable transition as students move to the next grade in grades K-2 with minor decreases as students move to the next grade in grades 3-5.

2. The percentage of Asian students has decreased from 44.32% in 21-22 to 40.07% in 23-24, with the number of students decreasing from 273 to 236, while there is a noticeable increase in the representation of Hispanic/Latino students, from 8.93% to 12.73%, with the number of students rising from 55 to 75.

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	130	124	122	21%	20%	20.7%
Fluent English Proficient (FEP)	117	113	107	18%	27.9%	18%
Reclassified Fluent English Proficient (RFEP)	41	35	30	6.6%	5.7%	5%

Conclusions based on this data:

1. The percentage of English Learners has remained relatively stable,
2. The spike in FEP percentage in 2022-23 is likely explained by this being the 2nd full year of students' return to in person schooling and in person assessments post-COVID school closures.
3. There is a slight decline in the RFEP percentages over the past 3 years. This could be due to a variety of factors and will be an area of focus.

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	125	104	106	0	104	104	0	104	104	0.0	100.0	98.1
Grade 4	119	109	91	0	106	89	0	106	89	0.0	97.2	97.8
Grade 5	117	102	113	0	100	110	0	100	110	0.0	98.0	97.3
All Grades	361	315	310	0	310	303	0	310	303	0.0	98.4	97.7

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		2493.	2519.		53.85	63.46		23.08	17.31		13.46	10.58		9.62	8.65
Grade 4		2508.	2535.		43.40	51.69		21.70	23.60		20.75	15.73		14.15	8.99
Grade 5		2565.	2567.		47.00	46.36		28.00	30.00		12.00	16.36		13.00	7.27
All Grades	N/A	N/A	N/A		48.06	53.80		24.19	23.76		15.48	14.19		12.26	8.25

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		42.31	50.96		51.92	43.27		5.77	5.77
Grade 4		35.85	35.96		54.72	59.55		9.43	4.49
Grade 5		37.00	33.64		51.00	60.00		12.00	6.36
All Grades		38.39	40.26		52.58	54.13		9.03	5.61

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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		42.31	49.04		46.15	39.42		11.54	11.54
Grade 4		22.64	44.94		66.04	42.70		11.32	12.36
Grade 5		41.00	41.82		51.00	50.00		8.00	8.18
All Grades		35.16	45.21		54.52	44.22		10.32	10.56

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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		28.85	34.62		61.54	59.62		9.62	5.77
Grade 4		18.87	19.10		71.70	69.66		9.43	11.24
Grade 5		30.00	23.64		62.00	70.91		8.00	5.45
All Grades		25.81	26.07		65.16	66.67		9.03	7.26

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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		36.54	50.96		57.69	44.23		5.77	4.81
Grade 4		27.36	40.45		66.98	56.18		5.66	3.37
Grade 5		37.00	30.91		53.00	61.82		10.00	7.27
All Grades		33.55	40.59		59.35	54.13		7.10	5.28

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Conclusions based on this data:

1. Overall, student performance is on an upward trend, with significant improvements in the percentage of students meeting and exceeding standards across grades. Preliminary 23-24 CAASPP data show the trend is continuing. There has also been a reduction in the number of students who are not meeting standards, particularly in Grade 5. Students in the "nearly met" category will be a focus to ensure progress toward meeting or exceeding grade-level standards.
2. There is overall improvement in all 4 ELA strands. Although there is a marked improvement in writing from from 33% above standard in 21-22 to 40% above standard in 22-23, the highest percentage of students below standard in any of the 4 strands is writing, suggesting it should be considered an area of focus school wide.

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	125	104	106	0	104	106	0	104	106	0.0	100.0	100.0
Grade 4	119	109	91	0	109	91	0	109	91	0.0	100.0	100.0
Grade 5	117	102	113	0	102	113	0	102	113	0.0	100.0	100.0
All Grades	361	315	310	0	315	310	0	315	310	0.0	100.0	100.0

* 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		2513.	2524.		56.73	62.26		23.08	21.70		14.42	13.21		5.77	2.83
Grade 4		2532.	2533.		44.95	45.05		30.28	28.57		18.35	16.48		6.42	9.89
Grade 5		2575.	2562.		50.00	44.25		19.61	20.35		17.65	23.01		12.75	12.39
All Grades	N/A	N/A	N/A		50.48	50.65		24.44	23.23		16.83	17.74		8.25	8.39

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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		57.69	62.26		37.50	33.02		4.81	4.72
Grade 4		52.29	50.55		35.78	35.16		11.93	14.29
Grade 5		52.94	45.13		33.33	41.59		13.73	13.27
All Grades		54.29	52.58		35.56	36.77		10.16	10.65

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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		52.88	64.15		44.23	33.96		2.88	1.89
Grade 4		47.71	40.66		43.12	46.15		9.17	13.19
Grade 5		40.20	41.59		47.06	49.56		12.75	8.85
All Grades		46.98	49.03		44.76	43.23		8.25	7.74

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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		54.81	62.26		39.42	33.96		5.77	3.77
Grade 4		46.79	47.25		44.04	41.76		9.17	10.99
Grade 5		37.25	33.63		50.98	53.98		11.76	12.39
All Grades		46.35	47.42		44.76	43.55		8.89	9.03

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Conclusions based on this data:

1. Across all grades, overall achievement is relatively stable, although there is a slight decrease in the percentage of students meeting standards and a slight increase in those not meeting standards.
2. Grade 3 demonstrates consistent improvement in all three mathematical areas.
3. Grades 4 and 5 demonstrate a need for focus and improvement in all 3 areas, with a particular focus in grade 4 on problem-solving and in grade 5 on concepts and procedures and communicating reasoning.

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	1476.6	1481.6	1430.0	1477.6	1485.5	1434.9	1474.2	1472.8	1418.4	29	26	29
1	1538.6	1456.9	1476.4	1540.4	1466.7	1485.3	1536.3	1446.5	1466.9	34	22	16
2	1514.9	1501.2	1495.7	1509.3	1501.6	1498.0	1520.0	1500.6	1492.9	33	21	27
3	1494.0	1530.1	1506.7	1488.7	1544.3	1521.7	1498.8	1515.4	1491.3	26	16	18
4	1511.4	1529.6	1530.7	1506.8	1523.5	1529.6	1515.5	1535.3	1531.4	15	22	14
5	*	1531.5	1573.3	*	1518.2	1558.1	*	1544.3	1588.1	9	11	14
All Grades										146	118	118

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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	41.38	50.00	10.34	41.38	30.77	55.17	10.34	11.54	31.03	6.90	7.69	3.45	29	26	29
1	52.94	9.09	12.50	29.41	54.55	62.50	17.65	27.27	18.75	0.00	9.09	6.25	34	22	16
2	39.39	23.81	29.63	45.45	66.67	37.04	12.12	4.76	14.81	3.03	4.76	18.52	33	21	27
3	15.38	37.50	16.67	50.00	43.75	66.67	15.38	18.75	11.11	19.23	0.00	5.56	26	16	18
4	26.67	40.91	42.86	40.00	36.36	35.71	26.67	13.64	14.29	6.67	9.09	7.14	15	22	14
5	*	36.36	57.14	*	18.18	21.43	*	36.36	14.29	*	9.09	7.14	*	11	14
All Grades	36.99	33.05	25.42	39.73	43.22	47.46	15.07	16.95	18.64	8.22	6.78	8.47	146	118	118

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	41.38	53.85	10.34	37.93	26.92	51.72	17.24	15.38	31.03	3.45	3.85	6.90	29	26	29
1	79.41	27.27	50.00	5.88	45.45	25.00	14.71	22.73	18.75	0.00	4.55	6.25	34	22	16
2	51.52	47.62	40.74	27.27	47.62	29.63	18.18	0.00	14.81	3.03	4.76	14.81	33	21	27
3	42.31	75.00	61.11	26.92	18.75	33.33	7.69	6.25	0.00	23.08	0.00	5.56	26	16	18
4	46.67	50.00	64.29	33.33	31.82	28.57	13.33	9.09	0.00	6.67	9.09	7.14	15	22	14
5	*	27.27	50.00	*	63.64	35.71	*	0.00	7.14	*	9.09	7.14	*	11	14
All Grades	53.42	47.46	41.53	23.97	37.29	35.59	13.70	10.17	14.41	8.90	5.08	8.47	146	118	118

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.

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	31.03	23.08	3.45	31.03	46.15	37.93	27.59	23.08	58.62	10.34	7.69	0.00	29	26	29
1	38.24	9.09	6.25	38.24	36.36	56.25	14.71	9.09	25.00	8.82	45.45	12.50	34	22	16
2	30.30	14.29	25.93	45.45	57.14	29.63	18.18	14.29	18.52	6.06	14.29	25.93	33	21	27
3	11.54	18.75	0.00	38.46	31.25	16.67	30.77	43.75	72.22	19.23	6.25	11.11	26	16	18
4	20.00	9.09	14.29	26.67	54.55	42.86	40.00	27.27	28.57	13.33	9.09	14.29	15	22	14
5	*	18.18	57.14	*	27.27	14.29	*	45.45	21.43	*	9.09	7.14	*	11	14
All Grades	26.71	15.25	16.10	36.30	44.07	33.05	24.66	24.58	38.98	12.33	16.10	11.86	146	118	118

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.

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	62.07	69.23	24.14	37.93	23.08	72.41	0.00	7.69	3.45	29	26	29
1	82.35	54.55	56.25	17.65	40.91	37.50	0.00	4.55	6.25	34	22	16
2	36.36	38.10	51.85	57.58	57.14	33.33	6.06	4.76	14.81	33	21	27
3	38.46	62.50	33.33	46.15	37.50	61.11	15.38	0.00	5.56	26	16	18
4	60.00	63.64	50.00	33.33	27.27	42.86	6.67	9.09	7.14	15	22	14
5	*	18.18	35.71	*	81.82	57.14	*	0.00	7.14	*	11	14
All Grades	55.48	54.24	40.68	36.99	40.68	51.69	7.53	5.08	7.63	146	118	118

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.

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	34.48	34.62	20.69	44.83	61.54	68.97	20.69	3.85	10.34	29	26	29
1	58.82	18.18	25.00	32.35	63.64	62.50	8.82	18.18	12.50	34	22	16
2	57.58	57.14	44.44	39.39	38.10	37.04	3.03	4.76	18.52	33	21	27
3	38.46	75.00	77.78	38.46	25.00	16.67	23.08	0.00	5.56	26	16	18
4	46.67	50.00	64.29	46.67	36.36	28.57	6.67	13.64	7.14	15	22	14
5	*	63.64	78.57	*	27.27	7.14	*	9.09	14.29	*	11	14
All Grades	47.26	46.61	47.46	38.36	44.92	40.68	14.38	8.47	11.86	146	118	118

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 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	24.14	23.08	3.45	62.07	69.23	96.55	13.79	7.69	0.00	29	26	29
1	55.88	27.27	25.00	35.29	27.27	62.50	8.82	45.45	12.50	34	22	16
2	39.39	23.81	29.63	57.58	61.90	44.44	3.03	14.29	25.93	33	21	27
3	15.38	18.75	0.00	53.85	62.50	55.56	30.77	18.75	44.44	26	16	18
4	20.00	13.64	14.29	60.00	72.73	71.43	20.00	13.64	14.29	15	22	14
5	*	36.36	50.00	*	54.55	28.57	*	9.09	21.43	*	11	14
All Grades	32.88	22.88	18.64	52.05	58.47	62.71	15.07	18.64	18.64	146	118	118

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	59.26	53.85	65.52	33.33	34.62	34.48	7.41	11.54	0.00	27	26	29
1	38.24	9.09	12.50	52.94	72.73	81.25	8.82	18.18	6.25	34	22	16
2	45.45	28.57	29.63	45.45	61.90	59.26	9.09	9.52	11.11	33	21	27
3	7.69	12.50	16.67	76.92	87.50	77.78	15.38	0.00	5.56	26	16	18
4	20.00	36.36	21.43	66.67	54.55	71.43	13.33	9.09	7.14	15	22	14
5	*	18.18	71.43	*	81.82	21.43	*	0.00	7.14	*	11	14
All Grades	34.03	28.81	38.14	54.86	61.86	55.93	11.11	9.32	5.93	144	118	118

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. Due to fluctuations in our English learner population each year—such as student reclassification to English proficient status and the addition of newcomers with varying levels of English proficiency—comparing ELPAC data year to year can be challenging and 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 as to 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
608	14.1	20.4	
Total Number of Students enrolled in Cumberland Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	124	20.4
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	86	14.1
Students with Disabilities	61	10

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7
American Indian	1	0.2
Asian	260	42.8
Filipino	6	1
Hispanic	71	11.7
Two or More Races	67	11
White	192	31.6

Conclusions based on this data:

1. Cumberland has a diverse student body. It's critical that we are addressing 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 Blue	Chronic Absenteeism Green	Suspension Rate Blue
Mathematics Blue		
English Learner Progress Blue		

Conclusions based on this data:

1. The majority of students are achieving strong academic outcomes in core areas of academics.
2. High performance in Academic Engagement and Conditions and Climate indicate a positive overall learning environment and school support of student attendance. That said, while status and change in chronic absenteeism is strong, it will continue to be a focus area.

School and Student Performance Data

Academic Performance English Language Arts

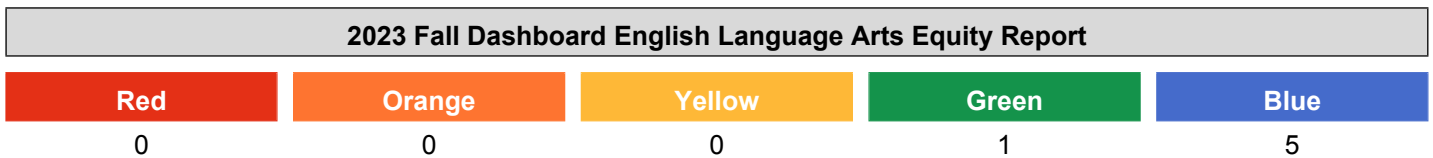
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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	English Learners	Foster Youth
 Blue 72 points above standard Increased Significantly +18.8 points 299 Students	 Blue 17.1 points above standard Increased Significantly +18.4 points 78 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	 Blue 33.8 points above standard Increased Significantly +37.2 points 50 Students	 Green 0.2 points above standard Increased Significantly +39.6 points 37 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 1 Student	 Blue 88.5 points above standard Increased +12.6 points 124 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
22.7 points above standard Increased Significantly +57.7 points 27 Students	 Blue 103.1 points above standard Increased Significantly +17.1 points 41 Students	 No Performance Color 0 Students	 Blue 52.4 points above standard Increased +14.7 points 96 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
47 points below standard Increased Significantly +20.6 points 23 Students	44 points above standard Increased +6.7 points 55 Students	82 points above standard Increased Significantly +25 points 155 Students

Conclusions based on this data:

- Overall, students are performing well above the standard with significant improvements, particularly in socioeconomically disadvantaged and students with disabilities groups.
- While performance of students with disabilities in English Language Arts increased significantly (+39.6 points), this student group continues to be a focus to ensure higher performance.
- Performance of Hispanic students in English Language Arts is not reported on the dashboard due to the low number of students, but this student group demonstrated a significant increase in performance (+57.7 points). While on average, this group scored above the standard (+22.7 points), it continues to be a focus to ensure higher performance.

School and Student Performance Data

Academic Performance Mathematics

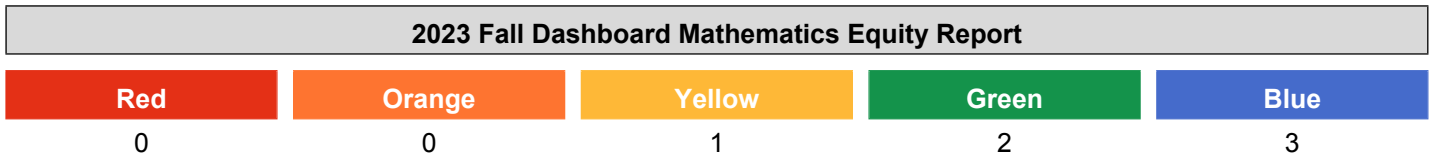
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.






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 59.2 points above standard Maintained +1.4 points 299 Students	English Learners  Green 25.9 points above standard Increased +6.7 points 78 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Green 6.8 points above standard Maintained +2.7 points 50 Students	Students with Disabilities  Yellow 27 points below standard Increased +11.1 points 37 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 1 Student	 Blue 87.6 points above standard Maintained -0.6 points 124 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
22 points below standard Increased Significantly +28.5 points 27 Students	 Blue 77.8 points above standard Maintained -1.6 points 41 Students	 No Performance Color 0 Students	 Blue 43.3 points above standard Increased +4.9 points 96 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
26.4 points below standard Increased +10.7 points 23 Students	47.7 points above standard Decreased -4.1 points 55 Students	56.3 points above standard Maintained +2.3 points 155 Students

Conclusions based on this data:

1. Overall, students are performing well above the standard with a slight increase in performance for most groups.
2. While Students with Disabilities shows a higher increase in performance at +11.1 points, they scored in the "Yellow" performance category for overall performance in Math. This is 2 bands below "all student" performance (blue) and 27 points below standard. This student group continues to be a focus to ensure higher performance.
3. Hispanic Students showed a significant increase in performance (+28.5 points), indicating positive progress. As they are still below the standard, this student group continues to be a focus to ensure higher performance.

School and Student Performance Data

Academic Performance English Learner Progress

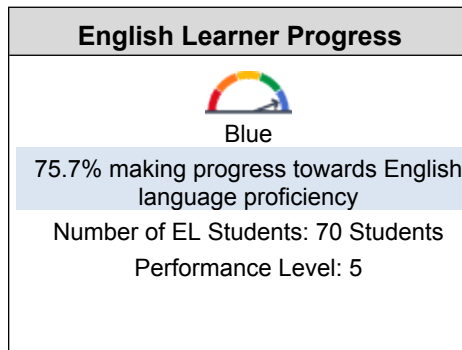
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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
2	15	0	52

Conclusions based on this data:

1. The majority of students are making progress in their English language proficiency.

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.

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.

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 Green 4.8% Chronically Absent Declined -2.6 625 Students	English Learners Green 7.5% Chronically Absent Declined -4.5 133 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Yellow 10.1% Chronically Absent Declined -3.7 109 Students	Students with Disabilities Green 7.7% Chronically Absent Declined -3.3 78 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	 Blue 2.6% Chronically Absent Declined Significantly -3.8 266 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12% Chronically Absent Declined -11.7 75 Students	 Green 5.5% Chronically Absent Declined -2.1 73 Students	Less than 11 Students 1 Student	 Yellow 4% Chronically Absent Increased 0.6 198 Students

Conclusions based on this data:

1. The percentage of chronically absent students is relatively low overall (4.8%), with a decline of 2.6% from the previous measure.
2. While there have been improvements in absenteeism rates across all groups, the dashboard highlights a continued need for focus on supporting attendance for Hispanic, White and Socioeconomically Disadvantaged student groups as indicated by the yellow performance level. While Hispanic Students has the highest absenteeism rate (12%), that group experienced a significant decline of 11.7%. Despite the large reduction, data still indicates a higher level of absenteeism compared to other groups and will continue to be a focal group.

School and Student Performance Data

Conditions & Climate Suspension Rate

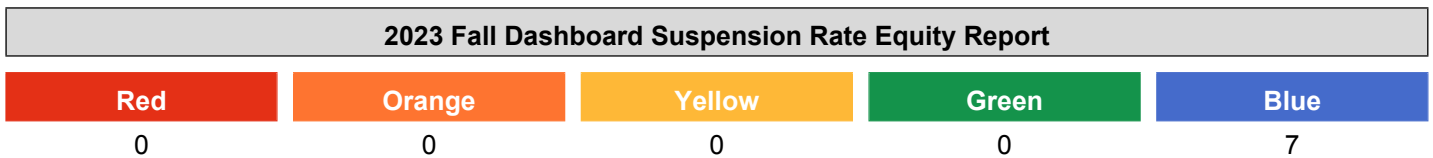
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.






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 0 637 Students	 Blue 0% suspended at least one day Maintained 0 138 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 3 Students	 Blue 0% suspended at least one day Maintained 0 111 Students	 Blue 0% suspended at least one day Maintained 0 78 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 5 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center">  Blue 0% suspended at least one day Maintained 0 275 Students </p>	<p>Less than 11 Students 6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">  Blue 0% suspended at least one day Maintained 0 75 Students </p>	<p align="center">  Blue 0% suspended at least one day Maintained 0 73 Students </p>	<p>Less than 11 Students 1 Student</p>	<p align="center">  Blue 0% suspended at least one day Maintained 0 201 Students </p>

Conclusions based on this data:

1. The suspension rate is rated as "Blue," indicating a positive school climate and effective behavioral management.
2. 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

A baseline percentage of students in Kindergarten scoring proficient or above by June 2025 will be determined as measured by the NWEA Math MAP Growth Assessment.

The percentage of students in grades 1-5 scoring proficient or above will increase from 77% to 82% by June 2025 as measured by the NWEA Math MAP Growth Assessment.

The percentage of students in grades 3-5 scoring proficient or above will increase from 78% to 82% by June 2025 as measured by the CAASPP Smarter Balanced Math Assessment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

› 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 NWEA Math assessment, is strong across grade levels with an average of 80% of students proficient or higher. There was an increase in performance for most groups from 21-22 to 22-23, and preliminary 23-24 CAASPP data indicates a continuation of that trend.

While we have a high percentage of proficiency on district and state math assessments, data shows that for our identified student groups - Hispanic Students and Students with Disabilities - there is an achievement gap. While the 22-23 Dashboard data for Students with Disabilities showed a higher increase in performance at +11.1 points, they scored in the "Yellow" performance category for overall performance in Math. This is 2 bands below "all student" performance (blue) and 27 points below standard. Hispanic students showed a significant increase in performance (+28.5 points), indicating positive progress. As they are still below the standard, this student group continues to be a focus to ensure higher performance.

Analysis of the 22-23 Dashboard CAASPP results and preliminary 23-24 CAASPP results by grade level indicates Grades 3-5 demonstrate consistent improvement in math, with Grade 3 averaging 83% meeting or exceeding standard and grades 4 and 5 increasing percent meeting or exceeding by 9% (from 73% to 82%) and 4% (from 64% to 68%) respectively. Grade 5 will be a focus for improvement, particularly in the areas of Concepts and Procedures and Communicating Reasoning as indicated on the 22-23 Dashboard.

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
Gr. K-5 NWEA Math Growth Assessment	77% of Gr. 1-5 students scored proficient or above. K: This is a new metric.	82% or more of students Gr. 1-5 will score proficient or higher on NWEA Math Growth Assessment. A baseline percentage of students in grades K-5 scoring proficient or higher by June 2025 on NWEA Math Growth Assessment will be determined.
Gr. 3-5 CAASPP Math Assessment	78% of Gr. 3-5 students scored proficient or above.	82% or more of students Gr. 3-5 will score proficient or higher on the CAASPP Math Assessment.
Gr. 5 CAASPP Math Assessment	68% of Gr. 5 students scored proficient or above.	73% or more of students Gr. 5 will score proficient or higher on the CAASPP Math Assessment.
Hispanic Student CAASPP Math Assessment	53% of Hispanic Students scored proficient or above.	58% or more of Hispanic Students will score proficient or higher on the CAASPP Math Assessment.
Students with Disabilities CAASPP Math Assessment	51% of Students with Disabilities scored proficient or above.	56% or more of Students with Disabilities will score proficient or higher on the CAASPP Math 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
1.1	K-5 teachers will implement year 2 of the Illustrative Math core curriculum with a focus on continued integrity to the scope, sequence, and problem-based design. Teachers will monitor progress of all students. They will provide necessary groupings, scaffolds and interventions in order for all students to access the grade level content and meet grade level standards.	All students with a particular focus on Hispanic students, English learners and students with IEPs.	
1.2	School staff will participate in a variety of math professional developments, on-going coaching, and collaborative sessions, including planning day(s), to further improve the implementation of the new math curriculum and research-based instructional strategies. Particular focus will be paid to math communities, math discourse, and backwards planning. Staff will engage in collaborative backwards unit planning during TLDs, staff meetings, and or Grade Level PLC's using the IM curriculum narratives and unit assessments. Teachers will analyze units and lessons through the principles of Universal Design for Learning (UDL), trauma-informed practices, and culturally/linguistically responsive teaching (including English Language Development).	All students with a particular focus on Hispanic students, English learners and students with IEPs.	2000 Unrestricted
1.3	Teachers and SPED support providers will leverage the newly adopted Common Small Group	All students with a particular focus on	9500 LCAP

	Instruction (CSI) Time across grades K-5 to provided differentiated instruction and data informed interventions. The site coach, 2 general education paraeducators and service providers will work in partnership with administrators and teachers to respond to student needs through 1) consultation on enhancing targeted classroom intervention and progress monitoring and 2) providing direct, short-term, small group or 1:1 intervention via push-in or pull-out for students who qualify for Tier 2 level support, and 3) providing specialized academic instruction for students who qualify for IEPs.	Hispanic students, English learners and students with IEPs.	
1.5	Teachers and support providers will use various intervention resources to deliver and monitor targeted Tier 3 interventions for students with IEPs and Tier 2 interventions for those needing academic, behavioral, or social-emotional support. This work will be monitored and supported through regular MTSS and SPED meetings in which team members will participate in data driven meetings throughout the course of the year. As a team, we will analyze student data in math, discuss student progress, determine student need, and identify possible next steps.	All students with a particular focus on Hispanic students, English learners and students with IEPs.	2000 LCAP
1.8	TK teachers and administrators will implement the second 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 knowledge and skills in the area of mathematics appropriate to this age group. Ongoing professional development will include coaching and dedicated planning time.	Transitional Kindergarten (TK) Students	1250 LCAP
1.11	Classroom teachers, service providers, and the PTA will offer extended-hour support and hands on enrichment opportunities to help students meet or exceed grade-level standards in various subjects (e.g., STEAM, ELA, ELD, social skills). These opportunities include, for example, grade level field trips, before/after school tutorial sessions, and on site after-school enrichment classes. The after-school enrichment classes will be widely advertised to ensure all families are informed. Translation of course information will be explored as will ideas for improving communication about available scholarships and how to access them.	All students with a particular focus on Hispanic students, English learners and socioeconomically disadvantaged students.	

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 the implementation of the newly adopted Illustrative Math Curriculum in addition to differentiated instruction, and targeted interventions.

NOTE: As a district over the past few years, we've been closely monitoring our local NWEA assessment data and analyzing its correlation with our state testing CAASPP scores. Although many assessment measures suggest the 50th percentile as a good measure of approximate proficiency, we've found that students who scored in the 60th percentile on NWEA had the strongest correlation with proficiency on the state test. Due to this updated information, we have shifted our internal cutpoint for what we consider to be proficient to the 60th percentile. Due to our adjustment to our internal metric of what is considered proficient, there may be an apparent drop in scores where the 50th percentile was previously used to determine proficiency.

Recognizing the need to identify barriers to student learning in particular for our identified student groups - Hispanic Students and Students with Disabilities - we will continue to focus on 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, intensive/short-term intervention, academic discourse and the 5 Cs (Collaboration, Communication, Critical Thinking, Creativity, and Compassion). Since academic discourse is a way to further deepen one's content knowledge and explain mathematical thinking, teachers identified a need to focus on open-ended math tasks with a "low floor, high ceiling" that incorporate and encourage discourse with specific language functions identified for students. We will use Sunnyvale School District's Vision for Math to determine next steps with 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 major differences between the intended implementation and/or 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.

Metrics related to English learners have been removed and are documented in Goal 4. Kindergarten NWEA has been added as a metric, as this assessment has been newly added this year. Including the CAASPP data metric for Hispanic students and students with disabilities highlights an intentional focus on equity and addressing achievement gaps. By specifically analyzing their performance, we aim to ensure targeted support, identify patterns in growth or challenges, and drive instructional decisions that promote inclusive academic success. The decision to add these metrics aligns with a broader commitment to recognizing and addressing the needs of all students, particularly those in vulnerable or marginalized groups. With the ending of one-time COVID monies from the state, Sunnyvale School District reallocated resources. Cumberland Elementary now longer will have a part-time FTE serving as an intervention teacher via direct student supports. To make up for this, Cumberland developed a Common Small Group Instructional (CSI) Block model during which the site instructional coach and part-time RtI paraprofessional would support intervention and/or enrichment without students missing core instruction. The district approved and allocated an additional district-funded full time paraprofessional to support targeted students with intervention and enrichment before/after school and during CSI time. See "Strategy /Activity 1.3."

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

A baseline percentage of students in grades K-2 scoring proficient or above by June 2025 will be determined as measured by the NWEA Fluency Assessment.

The percentage of students in grades 3-5 scoring proficient or above will increase from 74% to 79% by June 2025 as measured by the NWEA Reading Growth Assessment.

The percentage of students in grades 3-5 scoring proficient or above will increase from 81% to 86% by June 2025 as measured by the CAASPP English Language Arts/Literacy Assessment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

› 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 Growth assessments, is strong across grade levels with an average of 78% of students proficient or higher. Overall, students are performing well above the standard with significant improvements, particularly in Socioeconomically Disadvantaged and Students with Disabilities groups.

While performance of students with disabilities in English Language Arts increased significantly (+39.6 points) and performance of Hispanic students in English Language Arts also demonstrated a significant increase in performance (+57.7 points), data shows that for these groups there is an achievement gap (students with disabilities on average scored 0.2 points above standard; Hispanic students on average scored +22.7 points above standard - compared to all students at 72 points above standard), it continues to be a focus to ensure higher performance.

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
Gr. K-2 NWEA Fluency Assessment	This is a new metric.	A baseline percentage of students in grades K-2 scoring proficient or above on the NWEA Fluency Assessment by June 2025 will be determined.
Gr. 3-5 NWEA Reading Growth Assessment	74% of students in grades 3-5 scored proficient or above.	79% of students in Gr. 3-5 will score proficient or higher on the NWEA Reading Growth Assessment.
Gr. 3-5 CAASPP English Language Arts/Literacy Assessment	81% of students in grades 3-5 scored proficient or above.	86% of students in Gr. 3-5 will score proficient or higher on the CAASPP

		English Language Arts/Literacy Assessment.
Hispanic Student CAASPP English Language Arts/Literacy Assessment	55% of Hispanic Students scored proficient or above.	60% of Hispanic students will score proficient or higher on the CAASPP English Language Arts/Literacy Assessment.
Students with Disabilities CAASPP English Language Arts/Literacy Assessment	57% of Students with Disabilities scored proficient or above.	62% of Students with Disabilities will score proficient or higher on the CAASPP English Language Arts/Literacy 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	Teachers will continue to deepen and refine implementation of the district adopted curriculums for both foundational literacy development and reading comprehension. K-5 teachers will utilize Fountas and Pinnell Classroom (FPC) Curriculum with a particular focus on monitoring progress by providing necessary groupings, scaffolds and interventions in order for all students to access the grade level content and meet grade level standards. Teachers will implement targeted, differentiated and responsive reading instruction through Guided Reading in K-5 classrooms and Book Clubs in grades 3-5. Teachers will implement embedded reading/running records with all students to determine student needs and design focused instructional lessons using the Systems of Strategic Actions (SSA) to move beginning, intermediate and already proficient readers to their next level in reading comprehension. K-2 teachers will implement the phonics curriculum, Really Great Reading, to support foundational literacy skills. Teachers will use instructional strategies and supplemental materials to engage students and enhance their balanced literacy program and instruction, e.g., Leveled Readers, Decodables, Words Their Way, Foundational Skills, and Writer's Workshop. Support will be provided through site and district professional development, ongoing coaching, formal and informal walkthrough feedback, and regular grade-level collaboration focused on data informed instructional analysis.	All students with a particular focus on student groups (ELs, Hispanic, Neurodiverse, and students with IEPs).	2000 LCAP 2000 Unrestricted
2.2	We will monitor the progress of all students with a particular focus on English learner and Hispanic student groups in English language arts through regular meetings of the MTSS Tiers 1/2 and MTSS Tiers 2/3 Site Teams, English Learner Progress Monitoring meetings (ELPM), and regular grade level collaboration (with a renewed focus of responding to data analysis). TK-5 teachers will use formative assessment and student interview data to analyze student needs in order to guide Tier 1 and Tier 2 instruction and intervention in the	All students with a particular focus on student groups (ELs, Hispanic, Neurodiverse, and students with IEPs).	2000 LCAP

	classroom. This work will be supported by PD as well as site/district coaching (Principals and APs will continue participation in Anti-racist Leadership Coaching with Tracey A Benson Consulting), and formal/informal observation feedback. The Site Instructional Coach, intervention para, and 4/5 Rtl support para will work in partnership with administrators, teachers, and service providers to respond to student needs through 1) consultation with teachers on enhancing targeted classroom intervention and progress monitoring and 2) providing direct, short-term, small group or 1:1 intervention via push-in or pull-out for to students who qualify for Tier 2 level support.		
2.3	Teachers and SPED support providers will leverage the newly adopted Common Small Group Instruction (CSI) Time across grades K-5 to provided differentiated instruction and data informed interventions. The site coach, 2 general education paraeducators and service providers will work in partnership with administrators and teachers to respond to student needs through 1) consultation on enhancing targeted classroom intervention and progress monitoring and 2) providing direct, short-term, small group or 1:1 intervention via push-in or pull-out for students who qualify for Tier 2 level support, and 3) providing specialized academic instruction for students who qualify for IEPs.	All students with a particular focus on student groups (ELs, Hispanic, Neurodiverse, and students with IEPs).	9500 LCAP
2.4			
2.5	K-2 teachers will receive training on NWEA 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 workthroughs on best pedagogical practices aligned with SSD's Vision for Literacy.	All students with a particular focus on student groups (ELs, Hispanic, Neurodiverse, and students with IEPs).	
2.6	K-2 teachers will be released from class as needed to assess students 1:1 to gain a deeper understanding of students' reading ability in order to form differentiated small groups for targeted foundational skills and reading comprehension instruction. K teachers will conduct a Kinder Roundup prior to the first day of school to conduct a preliminary observation of attending students to gather data for balanced class building.	All students with a particular focus on student groups (ELs, Hispanic, Neurodiverse, and students with IEPs).	1500 LCAP 6500 Unrestricted
2.7	Continue implementation of writers' workshop at all grade levels with a focus on centering student choice and best practices of the writer's workshop model and application of the principles of UDL as well as trauma-informed & culturally/linguistically responsive teaching practices (including ELD). Writer's workshop best practices include: use of mentor texts incorporating diverse authors, focused mini lessons, structured oral and written practice opportunities, independent writing time, frequent, authentic formative assessments with ongoing use	All students with a particular focus on student groups (ELs, Hispanic, Neurodiverse and students with IEPs).	1000 Unrestricted

	of rubrics, using students' writing to guide conferencing, and incorporating celebrations of students' writing. This work will be supported through ongoing and embedded coaching, formal/informal observation feedback, and participation in regular grade level collaboration.		
2.8	Teachers and support providers will use various supplemental and intervention resources to deliver and monitor targeted Tier 3 interventions for students with IEPs and Tier 2 interventions for those needing academic, behavioral, or social-emotional support. This work will be monitored and supported through regular MTSS and SPED meetings in which team members will participate in data driven meetings throughout the course of the year. As a team, we will analyze student data in English Language Arts/Literacy, discuss student progress, determine student need, and identify possible next steps.	All students with a particular focus on student groups (ELs, Hispanic, Neurodiverse, and students with IEPs).	
2.9	TK teachers and administrators will implement the second 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 knowledge and skills in the area of literacy appropriate to this age group. Ongoing professional development will include coaching and dedicated planning time.	Transitional Kindergarten (TK) Students	1250 Unrestricted
2.10	Classroom teachers, service providers, and the PTA will offer extended-hour support and hands on enrichment opportunities to help students meet or exceed grade-level standards in various subjects (e.g., STEAM, ELA, ELD, social skills). These opportunities include, for example, grade level field trips, before/after school tutorial sessions, and on site after-school enrichment classes. The after-school enrichment classes will be widely advertised to ensure all families are informed. Translation of course information will be explored as will ideas for improving communication about available scholarships and how to access them.	All students with a particular focus on English learners and students identified as SED.	

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.

Overall, student performance is on an upward trend, with significant improvements in the percentage of students meeting and exceeding standards across grades. Preliminary 23-24 CAASPP data show the trend is continuing. There has also been a reduction in the number of students who are not meeting standards, particularly in Grade 5. Students in the "nearly met" category will be a focus to ensure progress toward meeting or exceeding grade-level standards. There is overall improvement in all 4 ELA strands. Although there is a marked improvement in writing from from 33% above standard in 21-22 to 40% above standard in 22-23, the highest percentage of students below standard in any of the 4 strands is writing, suggesting it should be considered an area of focus school wide.

NOTE: As a district over the past few years, we've been closely monitoring our local NWEA assessment data and analyzing its correlation with our state testing CAASPP scores. Although many assessment measures suggest the 50th percentile as a good measure of approximate proficiency, we've found that students who scored in the 60th percentile on NWEA had the strongest correlation with proficiency on the state test. Due to this updated information, we have shifted our internal cutpoint for what we consider to be proficient to the 60th percentile. Due to our adjustment to our internal metric of what is considered proficient, there may be an apparent drop in scores where the 50th percentile was previously used to determine proficiency.

Recognizing the need to identify barriers to student learning (in particular for our student groups), in order to support all students in becoming expert learners and reaching their highest potential (meeting/exceeding standard), our teachers have identified a need to focus on developing particular strategies. We will continue 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, intensive/short-term intervention, academic discourse and the 5 Cs (Collaboration, Communication, Critical Thinking, Creativity, and Compassion). As K-2 foundational literacy skill development is critical to all future learning, SSD identified the need for the adoption of a K-2 phonics curriculum and reading intervention curriculum along with the CORE Literacy Assessment. We will use Sunnyvale School District's Vision for Literacy to determine next steps with 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 major differences between the intended implementation and/or 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.

In the 23-24 school year we adjusted our K-2 assessment protocols to more heavily focus on the observed foundational literacy gaps in our primary students. Due to this shift in assessment protocol, very few students were assessed using the Fountas and Pinnell Benchmark Assessment System which gave us an approximate grade level proficiency in the past. Depending on how far students progressed in their foundational literacy assessments this year, students may or may not have been assessed at all in F&P BAS. While teachers continue to address reading comprehension through other means, our "percent proficient", in ELA, in grades K-2 does not reflect the entire K-2 population of students.

Metrics related to English learners have been removed and are documented in Goal 4. Kindergarten NWEA has been added as a metric, as this assessment has been newly added this year. Including the CAASPP data metric for Hispanic students and students with disabilities highlights an intentional focus on equity and addressing achievement gaps. By specifically analyzing their performance, we aim to ensure targeted support, identify patterns in growth or challenges, and drive instructional decisions that promote inclusive academic success. The decision to add these metrics aligns with a broader commitment to recognizing and addressing the needs of all students, particularly those in vulnerable or marginalized groups. With the ending of one-time COVID monies from the state, Sunnyvale School District reallocated resources. Cumberland Elementary now longer will have a part-time FTE serving as an intervention teacher via direct student supports. To make up for this, Cumberland developed a Common Small Group Instructional (CSI) Block model during which the site instructional coach and part-time Rtl paraprofessional would support intervention and/or enrichment without students missing core instruction. The district approved and allocated an additional district-funded full time paraprofessional to support targeted students with intervention and enrichment before/after school and during CSI time. See "Strategy /Activity 2.3."

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 percentage of students in grades 3-5 who respond favorably on the topic of Cultural Awareness will increase from 60% to 63% by June, 2025 as measured by the Panorama Survey.

The percentage of students in grades 3-5 who respond favorably on the topic of Growth Mindset will increase from 62% to 65% by June, 2025 as measured by the Panorama Survey.

The percentage of students in grades 3-5 who respond favorably on the topic of Sense of Belonging will increase from 60% to 63% by June, 2025 as measured by the Panorama Survey.

The percentage of Hispanic students that are chronically absent will decrease from 11.7% to 5% 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.

High performance ratings in Academic Engagement and Conditions and Climate indicate a positive overall learning environment and school climate, effective behavioral management and effective school support of student attendance.

The percentage of chronically absent students is relatively low overall (4.8%), with a decline of 2.6% from the previous measure. While there have been improvements in absenteeism rates across all groups, the dashboard highlights a continued need for focus on supporting attendance for Hispanic, White and Socioeconomically Disadvantaged student groups as indicated by the yellow performance rating. While the Hispanic student group has the highest absenteeism rate (12%), that group experienced a significant decline of 11.7%. Despite the large reduction, the higher rate still indicates a higher level of absenteeism compared to other groups and will continue to be a focus group for improving attendance.

We want to continue our work to support students in building social emotional, relationship, and behavioral skills. Panorama survey data continues to highlight the need for increased focus on supporting students specifically in developing their growth mindset and honing their ability to regulate their emotions in order to engage in the academic rigor and discourse that collaboration, communication, critical thinking, creativity, and compassion (5 C's) require.

In addition, we acknowledge our need to continue our work around building cultural awareness for all community partners in large part to help us identify barriers to student learning and particularly our student groups in order to support all students in becoming expert learners and reaching their highest potential (meeting/exceeding standard). Our teachers have identified a need to focus on learning and implementing Universal Design for Learning (UDL) in addition to deepening and refining our work focusing on culturally and linguistically responsive and trauma-informed practices, grounding that work in Zaretta Hammond's "Culturally Responsive Teaching and The Brain."

Finally, while we saw a 2 percentage point increase in the number of students responding favorably to the topic of "sense of belonging," we will continue to keep this as an area of focus.

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
Average Daily Attendance	11.7% of Hispanic students were chronically absent.	5% or less of Hispanic/LatinX students will be chronically absent as measured by average daily attendance.
Gr. 3-5 Panorama Survey	60% of Gr. 3-5 students responded favorably on the topic of Cultural Awareness and Action. 62% of Gr. 3-5 students responded favorably on the topic of Growth Mindset. 60% of Gr. 3-5 students responded favorably on the topic of Sense of Belonging.	63% of Gr. 3-5 students will respond favorably on the topic of Cultural Awareness on the Panorama Survey. 65% of Gr. 3-5 students will respond favorably on the topic of Growth Mindset on the Panorama Survey. 63% of Gr. 3-5 students will respond favorably on the topic of Sense of Belonging on the Panorama Survey.

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	Continue to collaborate and coordinate with PTA and LRS (Learning Resource Specialist) to offer monthly Project Cornerstone (PC) lessons in all classes and PC book clubs in grades 4 and 5. Continue the PC "Expect Respect" leadership program with students in grades 4 and 5. Provide onsite coaching and PD to staff (including noon aides) on PC strategies, vocabulary and techniques. The PBIS Team will explore ways to continue elevating understanding of and living out the traits.	All students	
3.2	Provide additional staffing, as available, to support a robust Student Council experience that supports leadership opportunities for grades 4/5 students with the goals of collaborative decision-making which enhances learning outside of the classroom by fostering self-esteem and civic engagement, and provides an avenue for empowering student action, expression and schoolwide community building.	All students	2000 Unrestricted
3.3	Classroom teachers, service providers and PTA will provide students the necessary Tier 1 and Tier 2 supports and interventions in school to engage in social-emotional regulation and social connectedness (ex: classroom Social Emotional Learning [SEL] lessons, lunch bunch, social skills groups, library choice activities, sensory regulation tools, Project Cornerstone activities, Check in Check Out program - CICO, etc.). All teachers will	All students with a particular focus on newcomer English learners and neurodiverse students	

	embed SEL and emotional regulation opportunities throughout the day in all subjects. This work will be supported by onsite/district PD and coaching (ex: trauma-informed mini-PDs).		
3.4	Continue Playworks partnership to provide recess/lunch management support, Junior Coach leadership program, and Class Game Time sessions for all grades; general education paraeducator to fill daily Recess Coach position. Provide onsite coaching and PD to staff, including noon aides.	All students	
3.5	Coordinate with Pacific Clinics, school psychologist and off site social worker to offer student and family supports, 1:1 targeted counseling, and K-5 Friendship Groups (i.e. - social skills group sessions).	All students	
3.6	A priority focus for Cumberland is that students are included in a meaningful, dignified way, where teachers and staff feel equipped and supported to provide this experience. To support this goal, we will explore the use of our newly adopted Common Small Group Instruction (CSI) time built into the schedule by grade level. We plan to leverage this structure to help with scheduling push-in RSP services and meaningful SDC inclusion. We will continue coaching, professional development and collaboration from a variety of sources.	Students with disabilities.	
3.7	To support students' in experiencing connectedness and belonging as they transition to a new grade, a new class and a new teacher, staff will focus on building relationships and rapport through a variety of activities. These activities will support getting to know students and families within the first 3 full weeks of the school year. This will include (but not be limited to) the following actions: teachers will implement family outreach plans to connect with all families; TK teachers will arrange for "getting to know you" in person or zoom meetings with parents/caregivers during early release; administrators and site coach as available will release teachers to engage in 1:1 student connection meetings in the 2nd and 3rd full weeks of school.	All Students	1000 Unrestricted
3.8	As schedule permits, the school psychologist will offer whole-class executive functioning lessons in the K-5 classrooms of those teachers who voluntarily enroll. For students identified as needing Tier 2 executive functioning supports, small group lessons (pull-out) will be arranged.	All students with a focus on neurodiverse learners	
3.9	Continuing with the Tier model, MTSS/PBIS (Tier 1/2) team and administrative team will coordinate Academic, Behavioral, SEL, and Attendance Tier 1 & 2 in classroom supports. The MTSS Tier 2/3 team will continue to monitor student progress and coordinate in class and pull-out interventions across the resources available at the site. Site administrators will continue to refine use of the Schoolwide Information System (SWIS) for entering office managed behaviors data as a way to track and analyze both schoolwide and individual	All students	

	student needs and to inform strategies and interventions in response.		
3.10	Cumberland will build its "Arts Education Program." The "Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs.	All students	8620 Music and Arts Grant
3.11	The school attendance team (school principal, attendance administrator, and MTSS members) will use the School Attendance Review Team (SART) process to identify and support students exhibiting at-risk attendance patterns, support families where warranted, involve teachers/staff in their role where necessary, and connect with district level MTSS/ SARB supports as needed.	All students with a particular focus on Hispanic.	
3.12	Students will be recognized in a variety of ways for demonstrating the Cougar Code both inside and outside of the classroom, including but not limited to verbal praise throughout the day by all staff and formal awards recognition during monthly Cool Cougar Assemblies, The PBIS team will focus on exploring ways to broaden staff participation in positively recognizing students.		

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.

Overall, all metrics identified showed growth in targeted areas indicating that our strategies and activities are effective in sustaining a positive overall learning environment and school climate, effective behavioral management and effective school support of student attendance. That said, we will continue these as focal areas as to ensure further growth.

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

There were no major differences between the intended implementation and/or 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.

Cumberland has developed a new Common Small Group Instruction (CSI) time built into the schedule by grade level. In addition to supporting Tier 1 and 2 instruction, intervention, and enrichment, we hope this new block schedule will also help with scheduling push-in RSP services and meaningful SDC inclusion opportunities in support of our priority focus on meaningful and dignified inclusion. See "Strategy /Activity 3.6."

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

The percentage of Gr 1-5 EL students reclassified as English proficient will increase from 29% to 32% by June 2024.

The percentage of Gr 1-5 non-Hispanic students reclassified as English proficient will increase from 29% to 32% by June 2024.

The percentage of Gr 1-5 Hispanic EL students reclassified as English proficient will increase from 31% to 32% (to be on par with the goal for all Gr 1-5 EL students and the goal for Gr 1-5 non-Hispanic EL 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.

The percentage of Cumberland students scoring proficient on district and state assessments is strong across all grade levels with an average of 80% of students proficient or higher, and the majority of English learner students are making progress in their English language proficiency. While we have a high percentage of proficiency on district and state ELA and math assessments, data shows that for our identified student groups there is an achievement gap. Hispanic students, including Hispanic ELs, are one of the most significant student groups at Cumberland school that reflect the most disproportionate learning gains in comparison to the general population. Recognizing that we need to identify barriers to student learning (in particular for our Hispanic student group) in order to support all students in becoming expert learners and reaching their highest potential (meeting/exceeding standard), our teachers have identified a need to focus on developing particular strategies. We will continue 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, intensive/short-term intervention, academic discourse and the 5 Cs (Collaboration, Communication, Critical Thinking, Creativity, and Compassion). The following actions and strategies intend to strengthen and deepen learning of content knowledge and skills as well as close the gaps for our student groups. We will use the Sunnyvale School District's Vision for Literacy and Math documents along with SSD's ELD Toolkit to guide and support the strategies and activities.

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>29% of EL students reclassified as English proficient.</p> <p>29% of non-Hispanic EL students reclassified as English proficient.</p> <p>31% of Hispanic EL students reclassified as English proficient.</p>	<p>32% of EL students will be reclassified as English proficient.</p> <p>32% of non-Hispanic EL students will be reclassified as English proficient.</p> <p>32% of Hispanic EL students will be reclassified as English proficient.</p>

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Students will participate in learning excursions, enrichment opportunities, and/or assemblies that enrich English Language Development. (Ex: Field Trips, Assemblies).	All students with a particular focus on ELs	
4.2	100% of teachers with English learner students will implement Designated and Integrated ELD lessons daily. This work will be supported through site and district PD (with a focus on introducing and familiarizing staff with SSDs ELD and Newcomer Toolkits), ongoing embedded coaching on effective UDL and Designated/Integrated ELD practices, informal/formal observation feedback, and participation in regular grade level collaboration.	All students with a particular focus on ELs and Hispanic.	
4.3	We will monitor the progress of all students with a particular focus on English learner and Hispanic student groups through regular meetings of the MTSS Tiers 1/2 and MTSS Tiers 2/3 Site Teams, English Learner Progress Monitoring meetings (ELPM), and regular grade level collaboration (with a renewed focus of responding to data analysis). TK-5 teachers will use formative assessment and student interview data to analyze student needs in order to guide Tier 1 and Tier 2 instruction and intervention in the classroom. This work will be supported by PD as well as site/district coaching (Principals and APs will continue participation in Anti-racist Leadership Coaching with Tracey A Benson Consulting), and formal/informal observation feedback. The Site Instructional Coach, intervention para and 4/5 Rtl support para will work in partnership with administrators, teachers, and service providers to respond to student needs through 1) consultation with teachers on enhancing targeted classroom intervention and progress monitoring and 2) providing direct, short-term, small group or 1:1 intervention via push-in or pull-out for to students who qualify for Tier 2 level support.	All students with a particular focus on ELs and Hispanic.	2000 LCAP
4.4	Continue the work of identifying and applying anti-bias, culturally responsive practices using Zaretta	All students with a particular focus on	

	Hammond's Culturally Responsive Teaching and the Brain as the foundation for improving instruction for all students as evidenced by informal/formal observations, coaching cycle data, and feedback conversations. Ongoing professional development will be provided, including coaching and planning time (ex: continued staff book study, including new staff, on "Culturally Responsive Teaching and the Brain" and continued site leadership teams (Principal, AP, Instructional Coach, and School Psychologist) partnering with another school site's leadership team to focus on culturally responsive teaching practices in the classroom. Time will be spent reviewing, calibrating, reflecting, and practicing coaching using Zaretta Hammond's tools, for ex: the Ready for Rigor Framework.	student groups (ELs, SED, Hispanic, and students with IEPs)	
4.5	We will administer English Learner Proficiency Assessment of California (ELPAC) and use results as one piece of data used to provide 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. School staff will utilize 23/24 professional development provided on the ELPAC assessment and language demands. They will receive on-going coaching, and collaborative sessions, to improve implementation of English Language Development standards and research-based instructional strategies.	English Learners	
4.6	Cumberland will continue to provide a newcomers group to support English Learners who have been enrolled in United States schools for less than one year. We will implement newly adopted district plan for newcomers. Administrator, site coach and para will be trained in the following areas: Tier 2 Curriculum - Benchmark Hello!, Newcomer Assessment & Progress Monitoring Protocol and Timeline. The EL Para Educator will provide small group pull out instruction according to the training. In addition, all listed above (with the addition of classroom teachers) will be trained on the Lexia English Language Development online tool, with the classroom teacher being the primary provider in the classroom.	English Learners - Newcomers	9500 LCAP
4.7	Cumberland will participate in a District pilot of ELD curricula to provide input on the adoption of a new curriculum. Pilot teachers will share strategies and content with their peers to build knowledge and support English Language Development practices.	English Learners	
4.8	Administrators, Coaches, other instructional leaders, and the New Teacher Project (NTP) will collaborate with colleagues, walkthrough classrooms, and will work to deepen understanding of instructional practices and/or cultural responsiveness in the classroom. Time will be spent calibrating, reflecting, and practicing coaching to support teachers and students growth and learning. We will incorporate UDL, culturally responsive pedagogy, and trauma-informed	All students with a particular focus on student groups (ELs, SED, Hispanic, and students with IEPs)	

practices into goals meetings with follow up PD, coaching cycles, informal/formal observations and feedback.		
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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.

The majority of students are making progress in their English language proficiency indicating that our strategies and activities are effective.

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

There were no major differences between the intended implementation and/or 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.

Strategies /Activities 4.5 and 4.6 reflect the district's focus on English learner progress and achievement by referencing a) the adoption of a newcomer ELD differentiated support plan, including a new curriculum, the adoption of an Lexia English and entry/exit criteria for the newcomer program, and b) the piloting of ELD curricula for the purpose of adopting one for implementation with all English learners in the 2025-2026 school year.

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	\$63,620.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

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	\$39,250.00
Music and Arts Grant	\$8,620.00
Unrestricted	\$15,750.00

Subtotal of state or local funds included for this school: \$63,620.00

Total of federal, state, and/or local funds for this school: \$63,620.00

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	39,250	0.00
Music and Arts Grant	8,620	0.00
Unrestricted	15,750.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCAP	39,250.00
Music and Arts Grant	8,620.00
Unrestricted	15,750.00

Expenditures by Budget Reference

Budget Reference	Amount
	42,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	39,250.00
	Music and Arts Grant	8,620.00
	Unrestricted	15,750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,750.00
Goal 2	25,750.00

Goal 3

11,620.00

Goal 4

11,500.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Laurie Carlson	Principal
Mary Moorman	Classroom Teacher
Stacie Rodriguez	Classroom Teacher
Christy Naderi	Other School Staff
Grace Kim	Parent or Community Member
Deepali Suri	Parent or Community Member
Bradley Scholten	Parent or Community Member
Siva Kumar Sastry Hari	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 9, 2024.

Attested:

	Principal, Laurie Carlson on 9/16/24
	SSC Chairperson, Grace Kim on 9/27/24

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/>

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