



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunnyvale Middle School	43696906049258	October 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 Sunnyvale Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

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

Schoolwide Program

Targeted Support and Improvement

This plan is aligned with our district LCAP.

District LCAP Goals

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

> This goal is provided almost exclusively by the district office in hiring qualified staff, maintaining facilities, and selecting and purchasing curriculum.

GOAL 2: Provide high-quality, equitable, and responsive instruction for ALL students, to prepare them for college and/or career readiness.

> Addressed in Goals #1-4.

GOAL 3: Ensure school and classroom environments provide Social Emotional Learning (SEL) and Culturally Responsive Teaching (CRT) for the Whole Child so that students can reach their full academic potential.

> Addressed in Goal #3.

GOAL 4: Foster a welcoming and inclusive environment for all parents, families, and community stakeholders as partners in the education and support of all students' success in school.

> Addressed in Goal #3.

GOAL 5: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

> Addressed in Goal #1, #2, and #4.

Sunnyvale Middle School SPSA Goals:

1. Improve student performance in Mathematics
2. Improve student performance in English Language Arts.
3. Grow student social-emotional learning and student engagement.
4. Accelerate the academic growth of English Learners.

This plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

How, when, and with whom did Sunnyvale Middle 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 2023-24 School Site Council reviewed and monitored the 2023-24 SPSA throughout 2023-24.

Meeting dates: 9/27/23; 10/20/23; 11/15/23; 12/15/23; 1/26/24; 3/1/24; 4/26/24; 5/17/24; 5/31/24

During the combined SSC & ELAC meetings on 5/17 and 5/31 the group provided input on SPSA goals for 2024-25.

During staff meeting on May 1, 2024, staff gave input on SPSA goals for 2024-25.

In these input sessions, available data for student performance was shared and each group was asked for suggestions for improvement in the 2024-25 SPSA.

The 2024-25 School Site Council (SSC) reviewed the proposed SPSA at the October 25, 2024 meeting.

The 2024-25 School Site Council (SSC) approved the proposed SPSA at the October 25, 2024 meeting.

All goals are aligned with the Sunnyvale District Strategic Plan and the Sunnyvale District Promise:
All students will be known by name, strength, and need
Ready to excel in high school and beyond
And to live a life of joy and purpose

Resource Inequities

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

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

There are no funding or facilities inequities. The school district is providing sufficient resources.

In 2023-24 we dedicated significant resources to rebuilding our EL and ELD programs including:

- > Went from two ELD classes (2022-23) to three ELD classes (2023-24)
- > Went from four EL support classes to five EL support classes
- > Invested in professional development in the use of district curriculum to all seven teachers
- > Dedicated substantial coaching resource to ELD and EL Support staff

For 2024-25, we will increase resource allocations to support our ATSI groups by:

- > improving our data monitoring of these groups' performance in the areas of ELA, Math, attendance, and discipline
- > bringing in additional bilingual classified staff
- > increasing release days for planning based on data analysis
- > maintaining our commitment to PD for all EL & EL Support staff
- > maintaining our commitment to PD for supporting language learners and students with disabilities

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.

Chronic Absenteeism:

- > Overall: Red - 13.4%, increased 9.7%, 1019 students total
- > Red:

English Learners: 22.1%, increased 19.4%, 172 students total

Hispanic: 25.4%, increased 20%, 272 students total

Socioeconomically Disadvantaged: 23.3%, increased 16.6%, 305 students total

Students with Disabilities: 21.1%, increased 13.1%, 109 students total

White: 11.5%, increased 8.2%, 270 students total

> Orange:

Asian: 5.3%, increased 3.4%, 320 students total

Two or more races: 7.6%, increased 5.8%, 92 students total

Conclusions:

We will improve student attendance by:

- > Re-constituted attendance team meeting weekly which reviews attendance data, sends attendance letters and schedules attendance meetings with families whose students are not attending regularly
- > Increasing the importance of the importance of attendance by using the school PBIS systems (attendance challenges, etc)
- > Increasing the messaging of the the importance of attendance by using the school newsletter including reminding families that

Suspension Rate:

> Overall: Orange - 5.4% suspended at least one day, increased 2.4%, 1019 students total

> Red:

English Learners: 13.6% suspended at least one day, increased 7.9%, 176 students total

Hispanic: 13.4% suspended at least one day, increased 6.8%, 276 students total

Socioeconomically Disadvantaged: 13.5% suspended at least one day, increased 7.4%, 312 students total

> Orange:

Two or more races: 4.3% suspended at least one day, increased 2.6%, 92 students total

Students with disabilities: 11.5% suspended at least one day, increased 2%, 113 students total

> Yellow:

White: 2.2% suspended at least one day, increased 0%, 272 students total

> Green:

Asian: 0.6% suspended at least one day, decreased 0.7%, 324 students total

Conclusions:

We will improve communication regarding expectations, addressing student needs, and improving supervision. We will do this by:

> Monitoring lower level discipline data for indications we need to intervene

> Creating a way for students to report concerns directly to site admins

> Growing our expectations assemblies, campus tours, and PBIS challenge events

> Modifying the student referral process to require more contact between teachers and families and to require better and ongoing documentation of minor issues - which allows us to earlier identify students who are struggling.

> Intervening harder and earlier once a pattern of behavior is observed

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.

English Language Arts:

> Overall: Green - 34.5 points above standard, increased 3.2 points, 912 students total

> Red:

Students with Disabilities: 88.4 points below standard, maintained +0.8 points, 100 students total

> Orange:

Hispanic: 53.6 points below standard, maintained +1.3 points, 233 students total

Conclusions:

We will improve support to these subgroups by:

> Screening the bottom 30% of students on the NWEA ELA exam for reading needs by administering the CORE assessment

> Providing phonics instruction (UFLI) to students who do not pass the CORE assessment

> Training teachers in the SPED intervention curriculum and using it with our SAI ELA students

> Running short data cycles to grow teacher delivery of instruction in response to student performance

> Monitoring student data

Mathematics:

> Overall: Green - 25.4 points above standard, increased 7.9 points, 911 students total

> Red:

English Learners: 99.3 points below standard, maintained -2.5 points, 208 students total

Students with Disabilities: 113.6 points below standard, maintained +0.5 points, 100 students total

> Orange:

Hispanic: 99.3 points below standard, increased +6 points, 232 students total

We will improve support to these subgroups by:

> Running short data cycles to grow teacher delivery of instruction in response to student performance

> Monitoring student data

> Adding two bilingual paraeducators

> Implementing newly adopted math curriculum (DESMOS)

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sunnyvale Middle 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	1.00%	0.94%	1.06%	10	9	11
African American	1.40%	1.25%	1.45%	14	12	15
Asian	29.87%	32.12%	31.82%	299	309	330
Filipino	3.40%	2.6%	2.31%	34	25	24
Hispanic/Latino	26.77%	25.99%	29.12%	268	250	302
Pacific Islander	0.40%	0.31%	0.58%	4	3	6
White	26.67%	27.34%	24.69%	267	263	256
Multiple/No Response	10.19%	9.15%	8.78%	102	88	91
Total Enrollment				1,001	962	1037

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	316	339	363
Grade 7	312	316	340
Grade 8	373	307	334
Total Enrollment	1,001	962	1,037

Conclusions based on this data:

- Our largest student groups in descending order are:
 Asian 32%
 Hispanic/Latino. 29%
 White 27%
 Multiple ethnicities. 9%
- The number of students in 6th and 7th grade have increased each of the last two years
 The number of students in 8th grade, after falling in 2022-23 increased again in 2023-24

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	170	151	173	14.4%	17.0%	16.7%
Fluent English Proficient (FEP)	121	125	133	36.0%	12.9%	12.9%
Reclassified Fluent English Proficient (RFEP)	40	41	38	4%	4%	3%

Conclusions based on this data:

- In 2021-22 we reclassified 19% of our ELs (= 40 / 210)
In 2022-23, we reclassified 21% of our ELs (= 41 / 192)
In 2023-24, we reclassified 18% of our ELs (= 38 / 211)

Our reclassification rate is relatively flat (with the exception of 2022-23 when our total number of ELs was much lower).
- The number of English Learners has remained relatively stable.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	310	340	361	307	333	350	307	333	350	99.0	97.9	97
Grade 7	308	321	342	303	315	331	302	315	331	98.4	98.1	96.8
Grade 8	368	316	329	356	309	326	356	309	326	96.7	97.8	99.1
All Grades	986	977	1032	966	957	1007	965	957	1007	98.0	98.0	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2544.	2565.	2560.	28.99	35.74	34.86	29.97	30.33	29.43	18.57	17.72	15.71	22.48	16.22	20.00
Grade 7	2588.	2566.	2586.	28.15	28.57	30.82	38.41	31.11	33.53	19.21	15.24	19.64	14.24	25.08	16.01
Grade 8	2602.	2601.	2580.	30.62	28.80	27.91	35.96	37.22	29.45	16.57	18.45	19.63	16.85	15.53	23.01
All Grades	N/A	N/A	N/A	29.33	31.14	31.28	34.82	32.81	30.78	18.03	17.14	18.27	17.82	18.91	19.66

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 6	27.69	32.13	29.71	51.47	50.75	49.14	20.85	17.12	21.14	
Grade 7	32.12	27.94	29.31	56.95	52.06	55.29	10.93	20.00	15.41	
Grade 8	31.18	26.21	26.99	51.97	58.58	50.61	16.85	15.21	22.39	
All Grades	30.36	28.84	28.70	53.37	53.71	51.64	16.27	17.45	19.66	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	28.01	27.63	32.00	45.60	52.85	47.14	26.38	19.52	20.86
Grade 7	32.78	27.94	34.74	50.00	47.30	47.43	17.22	24.76	17.82
Grade 8	29.38	30.10	28.22	53.11	52.10	46.32	17.51	17.80	25.46
All Grades	30.01	28.53	31.68	49.74	50.78	46.97	20.25	20.69	21.35

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	19.87	22.22	23.14	70.03	71.17	65.71	10.10	6.61	11.14
Grade 7	19.21	18.10	23.26	74.83	67.30	66.77	5.96	14.60	9.97
Grade 8	25.28	22.65	20.55	66.01	68.93	65.03	8.71	8.41	14.42
All Grades	21.66	21.00	22.34	70.05	69.17	65.84	8.29	9.82	11.82

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	28.34	31.83	27.43	57.33	55.86	61.43	14.33	12.31	11.14
Grade 7	30.13	30.79	31.42	58.28	50.79	54.98	11.59	18.41	13.60
Grade 8	35.11	33.66	31.60	54.78	55.02	54.29	10.11	11.33	14.11
All Grades	31.40	32.08	30.09	56.68	53.92	57.00	11.92	14.00	12.91

Conclusions based on this data:

1. This data is from 2021-22 and 2022-23.
2. Students scoring proficient / advanced ranged from 60-66% based on grade level.
 - > Reading (17%) & Writing (21%) Domains have the most students who are not proficient
 - > Listening (10%) has the fewest students who are not proficient
3. In contrast,
 - > Listening (21%) has the fewest number of students above standard

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	309	340	361	305	337	354	304	337	354	98.7	99.1	98.1
Grade 7	308	321	342	301	316	339	301	316	339	97.7	98.4	99.1
Grade 8	368	316	329	356	312	325	354	312	325	96.7	98.7	98.8
All Grades	985	977	1032	962	965	1018	959	965	1018	97.7	98.8	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2571.	2581.	2581.	48.36	48.37	48.37	12.83	13.35	13.35	16.78	17.21	17.21	22.04	21.07	21.07
Grade 7	2580.	2569.	2569.	36.21	37.66	37.66	24.58	18.35	18.35	13.29	15.51	15.51	25.91	28.48	28.48
Grade 8	2602.	2608.	2608.	40.40	44.23	44.23	16.38	10.58	10.58	15.25	12.50	12.50	27.97	32.69	32.69
All Grades	N/A	N/A	N/A	41.61	43.52	43.52	17.83	14.09	14.09	15.12	15.13	15.13	25.44	27.25	27.25

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 6		33.88	38.58		44.08	41.84		22.04	19.58
Grade 7		36.54	29.11		41.86	46.52		21.59	24.37
Grade 8		38.70	37.50		40.96	40.71		20.34	21.79
All Grades		36.50	35.13		42.23	43.01		21.27	21.87

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.

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 6		39.14	40.95		47.04	43.62		13.82	15.43
Grade 7		32.56	33.54		52.82	49.37		14.62	17.09
Grade 8		34.46	38.46		48.59	43.59		16.95	17.95
All Grades		35.35	37.72		49.43	45.49		15.22	16.79

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. This data is from 2021-22 and 2022-23.
2. When looking at the domains and where students struggled we see:
 - > Concepts & Procedures 27% not proficient
 - > Problem Solving & Modeling/ Data Analysis. 22% not proficient
 - > Communicating Reasoning 17% not proficient
3. Interestingly, Concepts & Procedures has the highest number of students who are advanced (41%)

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
6	1515.6	1507.1	1522.3	1508.9	1503.7	1528.5	1521.8	1509.9	1515.6	49	57	55
7	1527.4	1545.3	1525.7	1522.8	1551.4	1524.6	1531.6	1539.0	1526.3	50	42	66
8	1521.9	1556.9	1544.7	1512.8	1563.0	1550.9	1530.4	1550.5	1537.9	45	51	42
All Grades										144	150	163

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.

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
6	22.45	8.77	21.82	26.53	36.84	34.55	36.73	33.33	21.82	14.29	21.05	21.82	49	57	55
7	18.00	21.43	23.08	42.00	47.62	30.77	32.00	19.05	16.92	8.00	11.90	29.23	50	42	65
8	11.11	21.57	35.71	24.44	56.86	16.67	40.00	13.73	23.81	24.44	7.84	23.81	45	51	42
All Grades	17.36	16.67	25.93	31.25	46.67	28.40	36.11	22.67	20.37	15.28	14.00	25.31	144	150	162

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
6	32.65	35.09	50.91	36.73	36.84	25.45	16.33	8.77	9.09	14.29	19.30	14.55	49	57	55
7	24.00	40.48	41.54	54.00	40.48	23.08	18.00	11.90	12.31	4.00	7.14	23.08	50	42	65
8	20.00	39.22	40.48	33.33	49.02	23.81	33.33	5.88	16.67	13.33	5.88	19.05	45	51	42
All Grades	25.69	38.00	44.44	41.67	42.00	24.07	22.22	8.67	12.35	10.42	11.33	19.14	144	150	162

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.20	3.51	7.27	22.45	19.30	16.36	36.73	36.84	40.00	30.61	40.35	36.36	49	57	55
7	8.00	7.14	7.69	32.00	28.57	20.00	40.00	45.24	33.85	20.00	19.05	38.46	50	42	65
8	6.67	9.80	9.52	20.00	27.45	28.57	42.22	43.14	26.19	31.11	19.61	35.71	45	51	42
All Grades	8.33	6.67	8.02	25.00	24.67	20.99	39.58	41.33	33.95	27.08	27.33	37.04	144	150	162

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	22.45	10.53	21.82	59.18	63.16	58.18	18.37	26.32	20.00	49	57	55
7	6.00	14.29	13.85	72.00	66.67	49.23	22.00	19.05	36.92	50	42	65
8	13.33	13.73	19.05	55.56	76.47	54.76	31.11	9.80	26.19	45	51	42
All Grades	13.89	12.67	17.90	62.50	68.67	53.70	23.61	18.67	28.40	144	150	162

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	42.86	57.89	70.37	42.86	22.81	18.52	14.29	19.30	11.11	49	57	54
7	56.00	85.37	62.50	38.00	7.32	15.63	6.00	7.32	21.88	50	41	64
8	40.00	76.00	65.85	44.44	18.00	17.07	15.56	6.00	17.07	45	50	41
All Grades	46.53	71.62	66.04	41.67	16.89	16.98	11.81	11.49	16.98	144	148	159

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	16.33	3.51	5.56	24.49	35.09	25.93	59.18	61.40	68.52	49	57	54
7	18.00	11.90	10.94	38.00	47.62	40.63	44.00	40.48	48.44	50	42	64
8	13.33	21.57	19.05	22.22	45.10	30.95	64.44	33.33	50.00	45	51	42
All Grades	15.97	12.00	11.25	28.47	42.00	33.13	55.56	46.00	55.63	144	150	160

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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
6	16.33	5.26	20.37	77.55	78.95	64.81	6.12	15.79	14.81	49	57	54
7	8.00	9.52	14.52	82.00	78.57	62.90	10.00	11.90	22.58	50	42	62
8	8.89	5.88	16.67	75.56	84.31	61.90	15.56	9.80	21.43	45	51	42
All Grades	11.11	6.67	17.09	78.47	80.67	63.29	10.42	12.67	19.62	144	150	158

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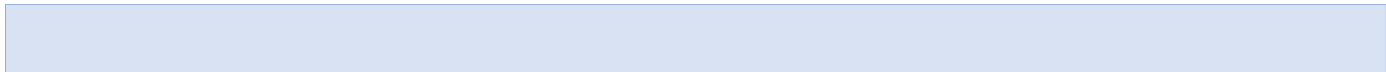
Conclusions based on this data:

1. From the CA Schools Dashboard: 122 students in 2023-24
 1. In 2022-23, 50.7% of ELs gained a level
In 2023-24, 52.9% of ELs gained a level
 2. In 2022-23, 27.9% of ELs maintained their level
In 2023-24, 34.7% of ELs maintained their level
 3. In 2022-23, 21.3% of ELs lost a level
In 2023-24, 12.4% of ELs lost a level

Overall EL performance on the ELPAC is improving
 > increasing the % of ELs who gain a level by 2.2%
 > increasing the % of ELs who maintained their level by 6.8%
 > reducing the % ELs who lost a level by 8.9%

That said, it still means that 47.1% of ELs did not grow one full level and that this area requires additional focus.

2. The % of English Learner students performing at the beginning level in all four domains increased significantly from 2021-22 to 2022-23. This happened even though our overall EL performance improved.
 - > Listening 19% => 28%
 - > Speaking 11% => 17%
 - > Reading 46% => 56%
 - > Writing 13% => 20%



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
962	24.9	15.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Sunnyvale Middle 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	151	15.7
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	240	24.9
Students with Disabilities	96	10

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.2
American Indian	9	0.9
Asian	309	32.1
Filipino	25	2.6
Hispanic	250	26
Two or More Races	88	9.1
Pacific Islander	3	0.3
White	263	27.3

Conclusions based on this data:

1. We are a very diverse school.
Ethnically 94% of students fall into one of four groups Asian (32%), Hispanic (26%), and White (27%), and Two or More Races (9%).

Socio-economically, 25% of our students are socio-economically disadvantaged.

Linguistically, 16% of our students are English Learners.

Neurodiversity, 10% of our students qualify as students with disabilities.

This data shows we have at least 7 significant student groups comprising ~10% or more of the student enrollment.

School and Student Performance Data

Overall Performance

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Orange

Mathematics



Green

English Learner Progress



Green

Conclusions based on this data:

1. Chronic Absenteeism was up significantly last year
Suspension Rate was up significantly last year
These increases are cause for concern.

2. ELA, though in the green overall, has student groups in the red and orange.
 - > Orange: Hispanic student group
 - > Red: Students with disabilities student group

3. Math, though in the green overall, has student groups in the red and orange.
 - > Orange: Hispanic student group
 - > Red: Students with disabilities student group
 - English Learner student group

School and Student Performance Data

Academic Performance English Language Arts

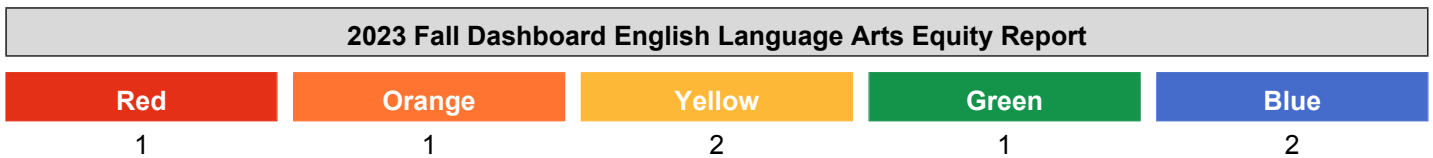
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Yellow	Less than 11 Students
34.5 points above standard	67.8 points below standard	0 Students
Increased +3.2 points	Increased +5.9 points	
912 Students	208 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	 Red
5 Students	44.3 points below standard	88.4 points below standard
	Increased +14.2 points	Maintained +0.8 points
	264 Students	100 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
50.5 points below standard Increased +9.6 points 12 Students	Less than 11 Students 7 Students	 Blue 87.5 points above standard Increased +11.3 points 291 Students	18.3 points above standard Decreased -9.9 points 25 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 53.6 points below standard Maintained +1.3 points 233 Students	 Blue 80.6 points above standard Maintained -1.3 points 86 Students	Less than 11 Students 3 Students	 Green 46.2 points above standard Decreased -9.3 points 252 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
127.6 points below standard Maintained -2.7 points 91 Students	21.2 points below standard Decreased -6.9 points 117 Students	58.4 points above standard Maintained +1.6 points 425 Students

Conclusions based on this data:

1. Students with Disabilities and Hispanic students are not making sufficient growth towards proficiency.
2. English Learners, and Reclassified English Learners are regressing with respect to proficiency.
3. White students are regressing with respect to proficiency.

School and Student Performance Data

Academic Performance Mathematics

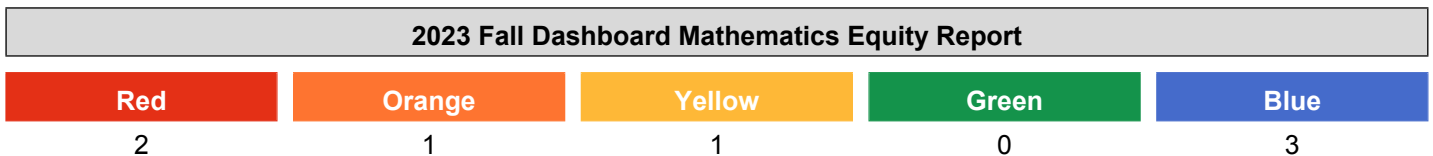
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Green 25.4 points above standard Increased +7.9 points 911 Students	<p>English Learners</p>  Red 99.3 points below standard Maintained -2.5 points 208 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 85.6 points below standard Increased Significantly +15.3 points 264 Students	<p>Students with Disabilities</p>  Red 113.6 points below standard Maintained +0.5 points 100 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
145.7 points below standard Decreased Significantly - 37.3 points 12 Students	Less than 11 Students 7 Students	 Blue 105.6 points above standard Increased +10.1 points 291 Students	0.1 points above standard Decreased Significantly - 31.3 points 25 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 99.3 points below standard Increased +6 points 232 Students	 Blue 90.9 points above standard Increased +14.1 points 86 Students	Less than 11 Students 3 Students	 Blue 39.9 points above standard Maintained -0.2 points 252 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
159.1 points below standard Decreased -10 points 91 Students	52.7 points below standard Decreased Significantly -17.8 points 117 Students	50.3 points above standard Increased +9.8 points 424 Students

Conclusions based on this data:

1. English Learners, Students with Disabilities, and Hispanic students are not making sufficient growth towards proficiency.
2. English Learners, and Reclassified English Learners are regressing with respect to proficiency.

School and Student Performance Data

Academic Performance English Learner Progress

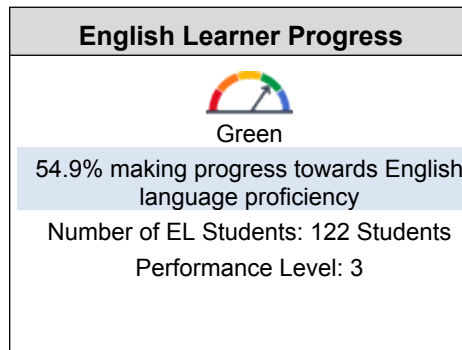
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15	39	3	64

Conclusions based on this data:

- Of the 121 English Learners:
 - 12% Lost an ELPI level (regressed)
 - 32% Stayed at the same ELPI level
 - 2%. Stayed at a Level4 (meaning they did not score high enough on the local assesment to be reclassified)
 - 53% Progressed at least one ELPI level

It still means that 47% of our students did not progress at least one proficiency level (when all students should grow one level if they are in school for the full year)

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 13.4% Chronically Absent Increased Significantly 9.7 1007 Students	 Red 22.1% Chronically Absent Increased Significantly 19.4 172 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 9 Students	 Red 23.3% Chronically Absent Increased Significantly 16.6 305 Students	 Red 21.1% Chronically Absent Increased 13.1 109 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>13.3% Chronically Absent</p> <p>Increased 13.3</p> <p>15 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>	<p></p> <p>Orange</p> <p>5.3% Chronically Absent</p> <p>Increased Significantly 3.4</p> <p>320 Students</p>	<p>32% Chronically Absent</p> <p>Increased 20.6</p> <p>25 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>25.4% Chronically Absent</p> <p>Increased Significantly 20</p> <p>272 Students</p>	<p></p> <p>Orange</p> <p>7.6% Chronically Absent</p> <p>Increased 5.8</p> <p>92 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Red</p> <p>11.5% Chronically Absent</p> <p>Increased Significantly 8.2</p> <p>270 Students</p>

Conclusions based on this data:

1. We saw significant increases in Chronic Absenteeism:
Overall from 3.7% (2022-23) => 13.4% (2023-24); an increase of 9.7%
2. Chronic absenteeism increased across all student groups with the greatest increases coming in:
English Learner (+19.4%)
Socioeconomically disadvantaged (+16.6%)
Students with Disabilities (+21.1%)
Hispanic (+20%)
3. Our African American and Filipino student groups are small.
However, they also saw increases in chronic absenteeism of 13.3% (African American) and 20.6% (Filipino)

School and Student Performance Data

Conditions & Climate Suspension Rate

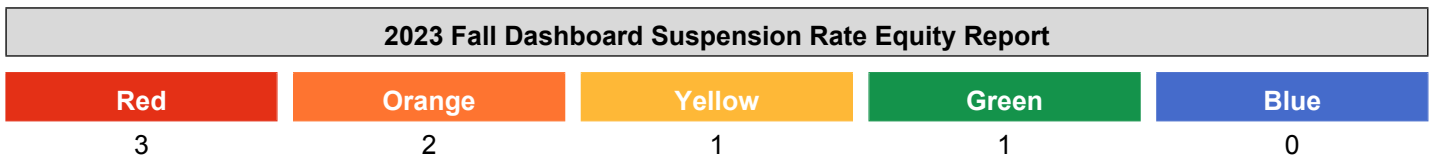
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 5.4% suspended at least one day Increased 2.3 1019 Students	English Learners  Red 13.6% suspended at least one day Increased Significantly 7.9 176 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged  Red 13.5% suspended at least one day Increased Significantly 7.4 312 Students	Students with Disabilities  Orange 11.5% suspended at least one day Increased 2 113 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>11.8% suspended at least one day</p> <p>Declined -2.5 17 Students</p>	<p>Less than 11 Students 9 Students</p>	<p> Green</p> <p>0.6% suspended at least one day</p> <p>Declined -0.7 324 Students</p>	<p>12% suspended at least one day</p> <p>Increased 12 25 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>13.4% suspended at least one day</p> <p>Increased Significantly 6.8 276 Students</p>	<p> Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 2.6 92 Students</p>	<p>Less than 11 Students 4 Students</p>	<p> Yellow</p> <p>2.2% suspended at least one day</p> <p>Maintained 0 272 Students</p>

Conclusions based on this data:

1. Overall suspension rate increased by +2.3% to 5.4% of students suspended at least one day
2. Our most impacted student groups were:
 Hispanic increased +6.8% to 13.4%
 English Learners increased +7.9% to 13.6%
 Socioeconomically Disadvantaged increased +7.4% to 13.5%

 In all cases, this is more than a doubling of the previous year's rate.
3. For our African American student group, 11.8% of our students were suspended at least once. This is a 2.5% decline; however, this rate is still far too high.

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.

Improve student performance in Mathematics.

Students who are proficient in math will make one year of growth.

Students who are not proficient in math will make more than one year of growth.

(Strategic Plan Goal 4.A)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 2: Students receive equitable opportunities for growth

➤ Goal 4: Students achieve mastery of core content areas.

Identified Need

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

In the 2023 - 2024 school year,
> we did not see significant gains in proficiency across our different math classes.
> we did not see enough of our students making one full year of growth.

The focus this year is on strategic plan goal 4.A:
4.A. More than one-year growth for students not yet at grade-level
At least one-year growth for students at/above grade level

A review of 2023-24 Math NWEA data revealed:
38% of all students were not proficient in math
Of these students who were not proficient in math, 59% made their growth target and 46% made at least 1.5 x (growth target)
"Growth Target" refers to the expected increase in proficiency as determined by the Fall Math NWEA assessment. So, a student takes the Fall Math NWEA assessment and scores "x". Based on normed national data, NWEA will determine the expected growth for that student for one year "y". That is the "Growth Target".

62% of all students were proficient in math
Of these students who were proficient in math, 75% made their growth target and 63% made at least 1.5 x (growth target)

We can see that the students who are most struggling in math are the least likely to make one year's growth.

We have identified three reasons for this:
First, teachers do not have "big picture" data awareness of how their students are progressing.
To remedy this, we will implement:
1. Benchmark data reviews during staff meeting of NWEA data in December (Winter test) and in March (Spring test) to monitor how students are doing towards their growth targets.
2. Short Cycle data reviews with accompanying teaching practice adjustments during Department meetings with the goal of having 80% of students achieve proficiency on the initial assessment.

Second, teachers have been using a variety of different teaching curriculum.
To remedy this, the district has selected DESMOS as the middle school math curriculum.
This adoption will lead to a school-wide systematic approach to teaching math content and to using common instructional practices,
To support teachers the math coach will provide weekly curriculum support office hours for course-alike teachers.

Third, teachers may need more support in how to provide support to struggling students in the form of small group instruction or just-in-time whole class instruction.
To remedy this, our newly added half-time math coach will provide individual coaching cycles. It will be especially important to see how 6th grade teachers are using the extra 90 class periods afforded by the A/B schedule.

These focus areas are aligned with Sunnyvale School District's Vision for Math and we will use strategies and actions articulated in that vision to support our work.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math Growth Assessment	<p>61% of all students are proficient 13% of EL students are proficient</p> <p>For students who are not proficient on the Fall assessment: 59% of students are meeting / exceeding their NWEA growth target 46% of students are meeting / exceeding 1.5 x (NWEA growth target)</p> <p>For students who are proficient: 75% of students are meeting / exceeding their NWEA growth target</p>	<p>66% of all students will be proficient on the Spring assessment 18% of EL students will be Proficient on the Spring assessment</p> <p>For students who are not proficient on the Fall assessment: 80% of students will meet / exceed their NWEA growth target 60% of students will meet / exceed 1.5 x (NWEA growth target)</p> <p>For students who are proficient: 80% of students will meet / exceed their NWEA growth target</p>
CAASPP Math Assessment	<p>59% of all students are proficient 10% of EL students are proficient</p>	<p>64% of all students will be proficient 15% of EL students will be proficient</p>
ATSI Measures - NWEA Math Growth Assessment	<p>20% of students with disabilities are proficient on the Fall assessment 9% of English Learners are proficient on the Fall assessment 17% of students who are Hispanic are proficient on the Fall assessment</p>	<p>23% of students with disabilities will be proficient on the Spring assessment 12% of English Learners will be proficient on the Spring assessment 20% of students who are Hispanic will be proficient on the Spring assessment</p>

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>NWEA Benchmark data will be monitored following the Winter and Spring assessments and addressed to all teachers within 15 school days of the end of the test administration.</p> <p>After the Fall assessment, AST teachers will conference with students on their performance levels in math and ELA and discuss the importance of this assessment (especially with English Learners for whom this is a reclassification measure). NWEA family score report will be sent home.</p> <p>After the Winter assessment, AST teachers will conference with students about whether they are on track to meet their NWEA growth goal. Student will reflect on what is working and what is not working. Student and teacher will work on a plan for students who are not making their growth goals. Students who are not making their growth goals will also be highlighted for attention in teacher data sheets. NWEA family score report will be sent home.</p>	All Students	

	After the Spring assessment, AST teachers will conference with students about whether they met their NWEA growth goal. Student will reflect and plan a course of action to improve. NWEA family score report will be sent home.		
1.2	Short cycle data reviews will occur every three weeks during department meetings. These reviews will include: 1. Teachers presenting data on one class of students 2. Teachers adjusting their teaching practice to increase student proficiency so that 80% of students are proficient the first time they take the assessment on that material 3. Department chairs will collect this data and share with the administrative team, coaches, and Site Leadership team to identify coaching opportunities for teachers.		
1.3	Teachers will monitor the progress of all students by using common formative assessments, performance and standards-based grades during Professional Learning Community (PLC) time as well as sharing this data and working to grow their instructional practice during department meetings (see 1.1 above). Math data will be monitored to identify students for additional / support intervention provided by the classroom Math teacher.	All students	
1.4	All math teachers will implement the newly adopted district math curriculum, DESMOS. The math coach will provide office hour support for course-alike math teachers during their preps one day per week during 4th and 6th periods. Teachers may request release days with their course-alike colleagues to collaborate with one another and with the math coach on using the curriculum.	All Students	7500 LCAP Subs for release days (30 days / year), 2x / year 3000 LCAP For materials to increase access and understanding for all students.
1.5	Math supports available to all students: All Students will have access to 90 minutes of Academic Support Time (AST) per week for homework or additional teacher support. During this time, Math teachers may call select students requiring additional support to their rooms. Students may also ask their Math teachers to call them to their AST rooms.	All Students	

	Students will have access to a homework center after school 4 days / week after school supervised by school staff. If possible, the school will develop a high school tutor program to support students in this space.		
1.6	Specialized Academic Instruction and Resource Support will be offered for 6th-8th grade students with an Individualized Educational Plan (IEP) needing academic support in math. Select students with disabilities may also be served in co-taught classrooms as well as through push-in services. Teachers involved in co-teaching will be supported by a Co-Teaching expert from San Jose State University. (District-funded) Teachers involved in co-teaching will receive additional planning time through Release days (GenEd teacher is released, the SPED teacher will still teach their SAI class).	Students with Disabilities and Select General Education Students	3000 LCAP Subs for collaborative release days (12 days), 3x / year
1.7	After School Intervention Teachers who would like to offer after school intervention with a small group (ranging in size from 6 - 10 students) will be compensated at the EWA rate.	Select students	7500 LCAP 100 hours at EWA rate
1.8	6th grade students in Math6 classrooms will receive intervention designed to close understanding and skill gaps. This intervention model will be supported by the Instructional Coach during common prep. The intervention will occur during the extra 90 class periods that the A/B schedule provides at 6th grade. The intervention model will include: * Periodic data analysis to identify gaps in understanding. * Small group work with the teacher during the A/B swing period targeting specific misconceptions. * Additional opportunities to engage with the skill. * Just-in-time instruction to the whole classroom.	6th grade students in Math6 classrooms	
1.9	Two new Spanish-speaking bilingual para-educators to support in EL students. These bilingual para-educators will provide 1:1 and small group support under the direction of the classroom teacher.	Select EL students	
1.10	Content teachers in grades 6-8 will continue to expand usage of language objectives and student discourse to build academic language in the content areas.	All Students	
1.11			
1.12			

1.13			
1.15			
1.19			
1.20			

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.

NWEA
 Goal: The percentage of students currently enrolled in grades 6th-8th scoring proficient or above will increase from 58% to 63% by 2024 as measured by the NWEA Math Growth Report.
 > Outcome: 61% of all students were proficient / advanced on the NWEA assessment
 > Outcome: Hispanic subgroup increased from 14.92% => 19.26%

Goal: The percentage of English Learner students currently enrolled in grades 6th-8th scoring proficient or above will increase from 10% to 15% by 2024 as measured by the NWEA Math Growth Report.
 > Outcome: 14% of all ELs were proficient / advanced on the NWEA assessment
 > Outcome: Hispanic EL student group increased from 1.04% => 4.10%

CAASPP
 The percentage of students currently enrolled in grades 6th-8th scoring proficient or above will increase from 58% to 63% by 2024 as measured by the CAASPP Smarter Balanced Math Assessment.
 > Outcome: Increased from 58.29% (2022-23) to 58.99% (2023-24) proficient / advanced
 > Outcome: Hispanic student group increased from 15.48% => 17.91% proficient / advanced

The percentage of English Learner students currently enrolled in grades 6th-8th scoring proficient or above will increase from 11% to 17% by 2024 as measured by the CAASPP Smarter Balanced Math Assessment.
 > Outcome: Regressed from 11.26% (2022-23) to 10.4% (2023-24)
 > Outcome: Hispanic EL student group increased from 2.15% => 3.42% proficient / advanced

Summary
 While we saw improvement, the growth did not meet our goals.

On the NWEA assessment, we saw gains for: all students; Hispanic student group; English Learner student group; and Hispanic English Learner student group.
 On the CAASPP assessment, we saw gains for: all students; Hispanic student group; Hispanic English Learner student group
 On the CAASPP assessment we saw regression in the overall English Learner student group although the Hispanic English Learner student group improved 1.43%

Contributing factors to the improvement include:
 > Professional development done on Math Language Routines with Silicon Valley Math Initiative
 > Professional development done with integrated English Learner strategies

Contributing factors to limiting growth include:
 > No comprehensive data monitoring process throughout the year
 > No systematic or regularly scheduled teacher reflection on how their teaching is impacting student outcomes
 > Curriculum was not consistent across classrooms reducing the effectiveness of collaboration

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

Strategies:

1. Math Intervention

6th grade students in Math6 classrooms will receive intervention designed to close understanding and skill gaps.

> Teachers did not receive the anticipated level of coaching support to grow their ability to differentiate using flexible groupings and centers which meant that intervention efforts were not systematic and did not reach all of the students who would have benefitted

> Teachers did not receive the anticipated level of coaching support because we prioritized that coaching time to provide support to the new ELA curriculum adoption

2. Math Data monitoring

Math data will be monitored every other month by the math department chair, instructional coach, and site administrators to identify students for additional support / intervention.

Teachers will monitor the progress of all students by using common formative assessments, performance and standards-based grades during Professional Learning Community (PLC) time.

> Math data was not monitored regularly because we were building the site organizational structure - the vehicle by which we would monitor the data. We were able to build the structures that will support our regular data monitoring in 2024-25.

3. Math supports

Math supports available to all students:

* All Students will have access to 90 minutes of Academic Support Time (AST) per week for homework or additional teacher support.

* 7th & 8th grade students will have access to the Desmos online math program to supplement their learning. (District Funded)

* Students will have access to a homework center after school 3 days / week after school supervised by school staff. (\$4664, classified staff supervision)

* If possible, the school will develop a high school tutor program to support students in this space.

> Fundamentally, supports were available and were not accessed as much as we had planned

We had a good plan for students to access support during AST and homework center but the usage was lower than we had planned

Student use of these supports was uneven.

4. Support for students with disabilities

Specialized Academic Instruction and Resource Support will be offered for 6th-8th grade students with an Individualized Educational Plan (IEP) needing academic support in math.

Select students with disabilities may also be served in co-taught classrooms as well as through push-in services.

Teachers involved in co-teaching will be supported by a Co-Teaching expert from San Jose State University. (District-funded)

Teachers involved in co-teaching will receive additional planning time through Extra Work Agreements (EWA).

> These strategies were fully implemented

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.

Goals:

1. Adjust the goal to reflect +5% growth from current proficiency levels in CAASPP

2. Adjust the goal to reflect +5% growth from current proficiency levels in NWEA

3. Add a goal of:

80% of students who are not proficient in NWEA will meet or exceed their projected NWEA growth target (measure from 2023-24 is: 59%)

60% of students who are not proficient in NWEA will meet or exceed (1.5 x projected NWEA growth target) - measure from 2023-24 is: 46%)

80% of students who are proficient in NWEA will meet or exceed their projected NWEA growth target (measure from 2023-24 is: 75%)

The addition of goal3 is in response to Goal4.A in the Strategic Plan:

4.A. More than one-year growth for students not yet at grade-level;
at least one-year growth for students at/above grade level

Key

+) Additions to the strategies & actions

0) Aspects of the strategies & actions that remains unchanged

-) Aspects of the strategies & actions that are being removed

1. Math Intervention

+) We have added a half-time math coach dedicated to supporting the math team. The math coach will work with the Math6 team to build their capacity to differentiate

instruction via flexible groupings, centers, etc. using the extra 90 classes provided by the 6th grade A/B schedule
The strategy is similar but we have added a specific resource to support the effort

2. Math Data monitoring

+) Data monitoring of short cycle assessments will take place every three weeks during Math Department meetings

+) NWEA Data monitoring will take place in a staff meeting within 3 school weeks of the Winter and Spring NWEA assessments

These strategies streamline the previous year's "Math Data Monitoring" strategies and reflect Signature Strategy 4.3 in the Strategic Plan:

4.3 Data-Informed Professional Collaboration

3. Math supports

+) A new math curriculum (DESMOS) will be implemented this year creating curriculum consistency across classrooms

+). Math coach will provide curricular and coaching support to all math teachers

+). Math teachers will have the opportunity to take release days to collaborate with course-alikes and the teaching coach on this work

+) Addition of two Spanish-speaking para-educators to support in ELD & Math classrooms

+) Assignment of an extra teacher to a Math7 class targeting 7th grade newcomers

0) Continued offer of AST

0) Continued offer of Homework Center

-) Removing efforts to develop an after school math tutoring program at this time

4. Support for students with disabilities

+) CoTeachers will participate in data monitoring of short cycle assessments with their GenEd partners during Math Department meetings

+) CoTeaching support will transition from an outside consultant to an in-house administrator; the outside consultant will serve as a coach to build in-house knowledge base

The other supports remain in place with the addition of CoT participating in data monitoring of short cycle assessments

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.

Improve student performance in English Language Arts.

Students who are proficient in English Language Arts will make one year of growth.

Students who are not proficient in English Language Arts will make more than one year of growth.

(Strategic Plan Goal 4.A)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 2: Students receive equitable opportunities for growth

➤ Goal 4: Students achieve mastery of core content areas.

Identified Need

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

In the 2023 - 2024 school year,
> we declined in proficiency across our ELA classes.
> we did not see enough of our students making one full year of growth.

The focus this year is on strategic plan goal 4.A:
4.A. More than one-year growth for students not yet at grade-level
At least one-year growth for students at/above grade level

A review of 2023-24 ELA NWEA data revealed:
36% of all students were not proficient in ELA
Of these students who were not proficient in ELA, 48% made their growth target and 34% made at least 1.5 x (growth target)

64% of all students were proficient in ELA
Of these students who were proficient in ELA, 51% made their growth target and 44% made at least 1.5 x (growth target)

We can see that the students who are most struggling in ELA are the least likely to make one year's growth.

We have identified three reasons for this:

First, teachers do not have "big picture" data awareness of how their students are progressing.

To remedy this, we will implement:

1. Benchmark data reviews during staff meeting of NWEA data in December (Winter test) and in March (Spring test) to monitor how students are doing towards their growth targets.
2. Short Cycle data reviews with accompanying teaching practice adjustments during Department meetings with the goal of having 80% of students achieve proficiency on the initial assessment.

Second, teachers have not completely implemented the new ELA curriculum (AMPLIFY).

To remedy this, we will continue the implementation of AMPLIFY focusing on the FLEX (intervention) days and Book Clubs.

To support teachers the ELA coach will provide weekly curriculum support office hours for course-alike teachers.

Third, teachers may need more support in how to provide support to struggling students in the form of small group instruction or just-in-time whole class instruction.

To remedy this, our ELA coach will provide individual coaching cycles. It will be especially important to see how 6th grade teachers are using the extra 90 class periods afforded by the A/B schedule.

These focus areas are aligned with Sunnyvale School District's Vision for ELA and we will use strategies and actions articulated in that vision to support our work.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP Reading Assessment	<p>51.5% of all students are proficient 2.9% of EL students are proficient</p> <p>For students who are not proficient on the Fall assessment: 48% of students are meeting / exceeding their NWEA growth target 34% of students are meeting / exceeding 1.5 x (NWEA growth target)</p> <p>For students who are proficient: 51% of students are meeting / exceeding their NWEA growth target</p>	<p>56.5% of all students will be proficient 7.9% of EL students will be Proficient</p> <p>For students who are not proficient on the Fall assessment: 80% of students will meet / exceed their NWEA growth target 60% of students will meet / exceed 1.5 x (NWEA growth target)</p> <p>For students who are proficient: 80% of students will meet / exceed their NWEA growth target</p>
CAASPP ELA Assessment	<p>62.2% of all students are proficient 5% of all EL students are proficient</p>	<p>67.2% of all students will be Proficient 10% of all EL students will be Proficient</p>
ATSI Measures - NWEA MAP Reading Assessment	<p>17% of students with disabilities are proficient on the Fall assessment 22% of students who are Hispanic are proficient on the Fall assessment</p>	<p>20% of students with disabilities will be proficient on the Spring assessment 25% of students who are Hispanic will be proficient on the Spring assessment</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
2.1	<p>NWEA Benchmark data will be monitored following the Winter and Spring assessments and addressed to all teachers within 15 school days of the end of the test administration.</p> <p>After the Fall assessment, AST teachers will conference with students on their performance levels in math and ELA and discuss the importance of this assessment (especially with English Learners for whom this is a reclassification measure). NWEA family score report will be sent home.</p> <p>After the Winter assessment, AST teachers will conference with students about whether they are on track to meet their NWEA growth goal. Student will reflect on what is working and what is not working. Student and teacher will work on a plan for students who are not making their growth goals. Students who are not making their growth goals will also be highlighted for attention in teacher data sheets. NWEA family score report will be sent home.</p> <p>After the Spring assessment, AST teachers will conference with students about whether they met</p>	All students	

	<p>their NWEA growth goal. Student will reflect and plan a course of action to improve. NWEA family score report will be sent home.</p>		
2.2	<p>Short cycle data reviews will occur every three weeks during department meetings. These reviews will include:</p> <ol style="list-style-type: none"> 1. Teachers presenting data on one class of students 2. Teachers adjusting their teaching practice to increase student proficiency on the initial assessment to 80+% 3. Department chairs will collect this data and share with the administrative team, coaches, and Site Leadership team to identify coaching opportunities for teachers. 		
2.3	<p>Teachers will monitor the progress of all students by using common formative assessments, performance and standards-based grades during Professional Learning Community (PLC) time as well as sharing this data and working to grow their instructional practice during department meetings (see 2.1 above).</p> <p>ELA data will be monitored to identify students for additional / support intervention provided by the classroom ELA teacher.</p>	All students	
2.4	<p>Implementation of new ELA curriculum: AMPLIFY. This curriculum provides strong differentiation and automated support tools. Teachers will require ongoing professional development as we begin year 2 implementation.</p>	All students	<p>8000 LCAP</p> <p>Subs for Release days (32 days), 2x / year 3000 LCAP</p> <p>For materials to increase access and understanding for all students.</p>
2.5	<p>ELA supports available to all students:</p> <p>All Students will have access to 90 minutes of Academic Support Time (AST) per week for homework or additional teacher support. During this time, ELA teachers may call select students requiring additional support to their rooms. Students may also ask their ELA teachers to call them to their AST rooms.</p> <p>Students will have access to a homework center after school 4 days / week after school supervised by school staff.</p> <p>If possible, the school will develop a high school tutor program to support students in this space.</p>	All students	

2.6	<p>Specialized Academic Instruction and Resource Support will be offered for 6th-8th grade students with an Individualized Educational Plan (IEP) needing academic support in ELA.</p> <p>Select students with disabilities may also be served in co-taught classrooms as well as through push-in services.</p> <p>Teachers involved in co-teaching will be supported by a Co-Teaching expert from San Jose State University. (District-funded)</p> <p>Teachers involved in co-teaching will receive additional planning time through Extra Work Agreements (EWA). (\$4500 Co-Teaching EWA)</p>	Students with Disabilities	<p>3000 LCAP</p> <p>Subs for collaborate release days (12 days), 3x / year</p>
2.7	<p>After School Intervention</p> <p>Teachers who would like to offer after school intervention with a small group (ranging in size from 6 - 10 students) will be compensated at the EWA rate.</p>	Select ELA students	<p>7500 LCAP</p> <p>100 hours @ EWA rate</p>
2.8	<p>6th grade students in ELA6 classrooms will receive intervention designed to close understanding and skill gaps.</p> <p>This intervention model will be supported by the Instructional Coach during PLC time.</p> <p>The intervention will occur during the extra 90 class periods that the A/B schedule provides at 6th grade.</p> <p>The intervention model will include:</p> <ul style="list-style-type: none"> * Periodic data analysis to identify gaps in understanding. * Small group work with the teacher during the A/B swing period targeting specific misconceptions. * Additional opportunities to engage with the skill. * Just-in-time instruction to the whole classroom. 	All 6th grade students	
2.9	<p>Content teachers in grades 6-8 will continue to expand usage of language objectives and student discourse to build academic language in the content areas.</p>	All students	
2.10	<p>Two new Spanish-speaking para-educators to support in ELD and Math classrooms</p> <p>Two new Spanish-speaking bilingual para-educators to support in EL students.</p> <p>These bilingual para-educators will provide 1:1 and small group support under the direction of the classroom teacher.</p>	Select EL students	
2.11	<p>Students will have access to the library twice monthly through ELA courses, during lunch, and after school.</p>	All students	
2.14			
2.15			

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 percentage of students currently enrolled in grades 6th - 8th scoring proficient or above will increase from 59% to 64% by 2024 as measured by the NWEA Reading Growth Report.

> Outcome: 51.5% of students were proficient / advanced on the NWEA assessment

> Outcome: Hispanic student group declined from 24% => 17%

The percentage of English Learner students currently enrolled in grades 6th - 8th scoring proficient or above will increase from 3% to 8% by 2024 as measured by the NWEA Reading Growth Report.

> Outcome: 2.9% of ELs were proficient / advanced on the NWEA assessment

> Outcome: Hispanic EL student group declined from 5% => 1.7%

The percentage of students currently enrolled in grades 6th - 8th scoring proficient or above will increase from 64% to 69% by 2024 as measured by the CAASPP Smarter Balanced ELA Assessment.

> Outcome: 62.2% of students were proficient / advanced on the CAASPP assessment

> Outcome: Hispanic student group declined from 29.5% => 26%

The percentage of English Learner students currently enrolled in grades 6th - 8th scoring proficient or above will increase from 10% to 15% by 2024 as measured by the CAASPP Smarter Balanced ELA Assessment.

> Outcome: 5% of ELs were proficient / advanced on the CAASPP assessment

> Outcome: Hispanic EL subgroup declined from 5.4% => 1.8%

Summary

We saw significant regression in student ELA proficiency.

This may be due to the adoption of a new ELA curriculum which required a significant adjustment in teacher practice.

On the NWEA assessment, we saw declines for: all students; Hispanic student group; English Learner student group; and Hispanic English Learner student group

On the CAASPP assessment, we saw declines for: all students; Hispanic student group; English Learner student group; and Hispanic English Learner student group

Contributing factors to the declines include:

> Teachers implementing a new English Language Arts curriculum

> No comprehensive data monitoring process throughout the year

> No systematic or regularly scheduled teacher reflection on how their teaching is impacting student outcomes

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

1. ELA Intervention

After school intervention led by content area teachers.

6th grade students in ELA6 classrooms will receive intervention designed to close understanding and skill gaps.

* The intervention will occur during the extra 90 class periods that the A/B schedule provides at 6th grade.

* The intervention model will include:

* Periodic data analysis to identify gaps in understanding.

* Small group work with the teacher during the A/B swing period targeting specific misconceptions.

* Additional opportunities to engage with the skill.

> Teachers were focused on implementing the new ELA curriculum and, as a result, did not have capacity to run after school intervention or

the opportunity to grow their ability to differentiate which meant that intervention efforts were uneven

2. ELA Data Monitoring

Reading data will be monitored every other month by the English Language Arts (ELA) department, instructional coach, and site administrators to identify students for additional support / intervention provided by the classroom ELA teacher. Teachers will monitor the progress of all students by using common formative assessments, performance, and standards-based grades during PLC time.

ELA data will be monitored every other month by the ELA department, instructional coach, and site administrators to identify students for additional support / intervention provided by the classroom ELA teacher.

> ELA data was not monitored regularly because we did not have the appropriate structures in place. We spent the year building out

the human infrastructure that will support our regular data analysis in 2024-25.

3. ELA Supports

Implementation of new ELA curriculum: AMPLIFY.

Content teachers in grades 6-8 will continue to expand usage of language objectives and student discourse to build academic language in the content areas.

ELA supports available to all students:

* All Students will have access to 90 minutes of Academic Support Time (AST) per week for homework or additional teacher support.

During this time, ELA teachers may call select students requiring additional support to their rooms.

Students may also ask their ELA teachers to call them to their AST rooms.

Students will have access to a homework center after school 3 days / week after school supervised by school staff.

If possible, the school will develop a high school tutor program to support students in this space.

Students will have access to the library twice monthly through ELA courses, during lunch, and after school.

> AMPLIFY curriculum was implemented and fully supported

> Content teachers received PD on using language objectives and student discourse but inconsistent monitoring resulted in an uneven implementation

> Student library access was fully implemented

> Fundamentally, supports were available and were not accessed as much as we had planned

We had a good plan for students to access support during AST and homework center but the usage was lower than we had planned

Student use of these supports was uneven.

4. Supports for Students with Disabilities

Specialized Academic Instruction and Resource Support will be offered for 6th-8th grade students with an Individualized Educational Plan (IEP) needing academic support in ELA.

Select students with disabilities may also be served in co-taught classrooms as well as through push-in services.

Teachers involved in co-teaching will be supported by a Co-Teaching expert from San Jose State University. (District-funded)

Teachers involved in co-teaching will receive additional planning time through Extra Work Agreements (EWA). (\$4500 Co-Teaching EWA)

> These strategies were fully implemented.

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.

Goals:

1. Adjust the goal to reflect +5% growth from current proficiency levels in CAASPP

2. Adjust the goal to reflect +5% growth from current proficiency levels in NWEA

3. Add a goal of:

80% of students who are not proficient in NWEA will meet or exceed their projected NWEA growth target (measure from 2023-24 is: 48%)

60% of students who are not proficient in NWEA will meet or exceed (1.5 x projected NWEA growth target) - measure from 2023-24 is: 34%)

80% of students who are proficient in NWEA will meet or exceed their projected NWEA growth target (measure from 2023-24 is: 51%)

The addition of goal3 is in response to Goal4.A in the Strategic Plan:

4.A. More than one-year growth for students not yet at grade-level;
at least one-year growth for students at/above grade level

Key

- +) Additions to the strategies & actions
- 0) Aspects of the strategies & actions that remains unchanged
 -) Aspects of the strategies & actions that are being removed

Strategies:

1. ELA Intervention

+) The instructional coach will work with the ELA6 team to build their capacity to differentiate instruction via flexible groupings, centers, etc. using the extra 90 classes provided by the 6th grade A/B schedule
The coach will have more time to do this year because we are in the 2nd year of the ELA curriculum implementation

2. ELA Data monitoring

+) Data monitoring of short cycle assessments will take place every three weeks during Math Department meetings
+) NWEA Data monitoring will take place in a staff meeting within 3 school weeks of the Winter and Spring NWEA assessments

These strategies streamline the previous year's "ELA Data Monitoring" strategies and reflect Signature Strategy 4.3 in the Strategic Plan:

4.3 Data-Informed Professional Collaboration

3. ELA supports

+) We will continue supporting the implementation of the AMPLIFY curriculum focusing on FLEX (intervention) days and Book Clubs

+). ELA coach will provide curricular and coaching support to all ELA teachers

+). ELA teachers will have the opportunity to take release days to collaborate with course-alikes and the teaching coach on this work

+) Addition of two Spanish-speaking para-educators to support in ELD & Math classrooms

0) Continued offer of AST

0) Continued offer of Homework Center

-) Removing efforts to develop an after school tutoring program at this time

4. Support for students with disabilities

+) CoTeachers will participate in data monitoring of short cycle assessments with their GenEd partners during Math Department meetings

+) CoTeaching support will transition from an outside consultant to an in-house administrator; the outside consultant will serve as a coach to build in-house knowledge base

The other supports remain in place with the addition of CoT participating in data monitoring of short cycle assessments

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Grow Student Social-Emotional Learning and Student Engagement.
Student regular attendance in school and class (Strategic Plan Goal 1.B)
Reduced suspension rates within each student group (Strategic Plan Goal 1.C)

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.

Students did better this year with respect to being part of a larger school community as manifested by fewer significant incidents (SWIS). However, there is still a need to improve overall student culture - sense of safety, sense of belonging, connecting to adults, and peer-to-peer relationships. Finally, the need for mental health services remains elevated (counseling referrals).

In the 2023 - 2024 school year, our results were mixed:

- > % of students answering favorably to Student Panorama Survey Data category "Sense of Belonging" improved
- > % of students answering favorably to Student Panorama Survey Data category "Connected with Adults at School" improved
- > % of students answering favorably to Student Panorama Survey Data category "Cultural Awareness" improved
- > % of students who are chronically absent increase 9.7% to 13.4%
- > % of students who were suspended at least once increase 2.3% to 5.4%

So while the campus environment improved overall (per Student Panorama Survey Data) from 2022-23, a significant % of the campus did not see those benefits

Chronic absenteeism was up for all monitored subgroups

Suspension Rate was up for all monitored subgroups except White (stayed the same) and Asian (decreased slightly)

We have identified three reasons for this:

First, our system for monitoring student attendance and for communicating the importance of student attendance to students and families did not sufficiently impact students or families

Second, we were not effectively documenting and monitoring minor behavior issues. This limited our visibility to students whose behavior was beginning to increase and we were not able to intervene before suspension became necessary.

Third, we have a population of students who are not as engaged with school and have not figured out why.

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
2025 Panorama Spring Student Survey Data	57% of all students answered favorably to "Sense of Belonging" 32% of all students answered favorably to "Connected with Adults a School" 47% of all students answered favorably to "Cultural Awareness"	62% of all students will answer favorably to "Sense of Belonging" 37% of all students will answer favorably to "Connected with Adults at School" 52% of all students will answer favorably to "Cultural Awareness"
PowerSchool attendance	13.4% of students are chronically absent	Fewer than 10% of students will be chronically absent
PowerSchool discipline	5.4% of students received one or more suspensions 2% of students received three or more suspensions	Fewer than 4% of students will receive one or more suspensions Fewer than 1.5% of students will receive three or more suspensions

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	The following data will be reviewed each month by the Administrative Team: * Discipline data * SEL data * Academic data * Attendance data This is done to identify any needed course corrections.	All Students	
3.2	The Positive Behavioral Intervention and Support (PBIS) team in collaboration with students from the Where Everyone Belongs (W.E.B) group and from the Leadership class will develop and implement activities throughout the year to help students build connections and community with one another. These include but are not limited to: > Expectations assemblies each trimester with Spartan TV reminders +) Increase messaging around the expectation and importance of students attending school +) Increase messaging around expectations for student behavior > Spirit Days and Spartan PRIDE challenges > Spartan ticket system & incentives > Lunch Leagues > WEB Orientation (6th grade) > WEB JBK Festivals (2) > Leadership events: Sprit Weeks, Dances, Lunchtime activities, & Spartan TV	All Students	10,000 LCAP PBIS Supplies & possible speakers 2970 General Fund Two site-funded PBIS team members

	Costs includes funding for supplies and activities (\$10,000) and for two additional site-funded PBIS positions (\$2970).		
3.3	<p>Academic Support Time (AST) will be offered to all students. This time will be broken into three parts:</p> <ol style="list-style-type: none"> 1. SEL time: focus will be on self-monitoring, self-regulation, self-advocacy, conflict resolution, advocating for others etc. 2. Academic practices: includes goal setting & monitoring, asking questions, communicating with teachers, homework practice, etc. 3. Homework / Intervention time: includes opportunity for students to get help from other teachers; complete homework in a supportive environment. <p>+) School administrators will ensure integrity of AST implementation</p> <p>Costs are for an AST Build team (building out content for all teachers) and an AST Facilitation team (facilitating learning and discussion in a small group model for all teachers).</p>	All Students	<p>8000 LCAP</p> <p>EWA: EWA workshop rate x 200 hours = \$8000</p>
3.4	<p>Attendance Team:</p> <ul style="list-style-type: none"> > will meet every other week to monitor student attendance and to intervene as necessary > will include: assistant principal, social worker, school registrar, community outreach coordinator > will increase communication to students about the importance of attending school (PBIS, newsletter) > will increase communication to parents about the importance of their child attending school (minimum 1/month through school newsletter, monthly PBIS challenges, etc) > will implement the district attendance process (letters, phone calls, meetings, SARB) > will provide incentives and supports as needed > will report to the administrative team. 	Select Students	<p>5000 LCAP</p> <p>Student-specific supports & incentives</p>
3.5	<p>Discipline & Restorative Practice Administrative team will:</p> <ol style="list-style-type: none"> 1. Work with grade level teams to increase the % of students known by name, strength, and need. 2. Streamline student discipline process to focus on teacher intervention with student and family. This will include better documentation of "minor" incidents that may reveal a pattern of behavior that requires more significant intervention to avert a "major" incident. 3. Focus on working with individual teachers to develop them to resolve issues in the classroom. 4. Use restorative practice at the administrator level to resolve student issues. 5. Provide professional development aligned with trauma-informed and Safety Care practices. 	All Students	

	6. Once 80% of students are known by name, strength, and need, provide professional development refresher to teachers on restorative practice.		
3.6	<p>All teachers will participate in Department and Grade Level professional development and collaboration to support students academically, social-emotionally, and behaviorally.</p> <p>> The focus of Department level meetings will be short data cycle work to inform teaching practice. This is aligned with the strategic plan's signature strategy 4.3 "Data-Informed Professional Collaboration"</p> <p>When students are more successful academically, they will be more engaged Through this process, teachers will grow their teaching practice which will lead to greater student success academically which will lead to greater student engagement</p> <p>> The focus of Grade level meetings will be fulfilling the Sunnyvale Promise by knowing students by "name, strength, and need" When students are well-known, they will be more engaged and more likely to share issues / concerns with adults at school before issues escalate</p> <p>Cost is for Department Chairs (ELA, Math, Science, Social Studies, ELD, Electives, PE) paid by school (\$8910), Grade Level Leads (\$4455), and MTSS Grade Level Chairs (6th, 7th, 8th) paid by District.</p>	All Students	<p>13365 General Fund</p> <p>Stipends: Department Chairs and Grade Level Leads</p>
3.7	<p>3.7. Multitiered Systems of Support (MTSS) grade level teams will meet every other week to coordinate process and services for students referred to the MTSS process and to monitor their progress.</p> <p>+) Administrative team will identify interventions at each Tier of the MTSS process for Academic, Behavioral, and SEL needs.</p> <p>+) MTSS team will coordinate Tier1 Academic, Behavioral, and SEL supports and will monitor student progress</p> <p>+) MTSS team will coordinate Tier2 and Tier3 interventions and will monitor student progress</p> <p>+) Attendance needs will be addressed through the attendance team</p> <p>+) Administrative team will review the MTSS team's work monthly</p>	All Students	
3.8	<p>We will pilot Learner-Led conferences on a volunteer basis by teachers. A Learner-Led conference differs from Parent-Teacher conferences as the primary speaker in the</p>	Select students	<p>7500 General Fund</p>

	<p>conference is the Learner (student). The Learner prepares for the conference by articulating what they have done to earn their current grades; what their goals are for the future; what they need from themselves, their family, and their teacher.</p> <p>During the 25 minute conference, the Learner presents this information (~12 minutes) and then takes questions from the family and teacher.</p> <p>+) Learner's ownership of their education increases - it is their education and they are taking responsibility for it +) Builds Learner planning and self-advocacy skills. +) Strengthens relationship between Learner and teacher and between family and teacher.</p> <ul style="list-style-type: none"> •) Substantially more time-consuming. <p>The \$7500 is for a pilot for teachers volunteering to participate. We expect to receive some amount of matching funding from Sunnyvale Education Foundation and Sunnyvale Middle School PTSA.</p>		EWA: 100 hours of conference time (200 students)
3.9	<p>School Wide activities for all students to participate in / benefit from:</p> <p>Discretionary * Athletic Director (Level 7 Stipend) - \$5197</p> <p>District funded * Sister City Liaison (Level 3 Stipend) - District * Coaches (all sports) - District</p> <p>Stipends - General Fund * Music Performances (Level 2 Stipend) - \$1485 * Drama Performances (Level 2 Stipend) - \$1485 * Sound Coordinator (Level 1 Stipend) - \$743 * Lighting Coordinator (Level 1 Stipend) - \$743</p> <p>AVID Implementation * AVID Conference Costs * AVID Field Trip Costs</p> <p>Elective Supplies * Music Supplies & Repairs: \$5000 * Art Supplies: \$7000 * Drama Supplies: \$3000 * Cooking Elective - \$15000 * Health & Wellness Elective - \$3000</p> <p>Athletics * End-of-season celebrations - sports teams: average of \$150 / team for 17 teams = \$2550</p> <p>Academic Department Supplies * PE: \$2000 * Science: \$10,000 (ELA & Math are covered in Goals1 & 2 respectively)</p>	All students	<p>4456 General Fund</p> <p>Stipends 12,000 LCAP</p> <p>Academic Dept Supplies 7000 LCAP</p> <p>AVID Costs 26000 LCAP</p> <p>Elective Supplies 7000 General Fund</p> <p>Elective Supplies 2550 General Fund</p> <p>End-of-Season Athletics Celebrations</p>
3.10	Field Trips:	All students	18,000

	<ul style="list-style-type: none"> > Grade level field trips: \$4000 / trip x 3 trips > Elective specific field trips / special trips: \$6000 total 		<p>General Fund</p> <p>Field Trip Costs</p>
3.11	<p>The school/district will partner with CHAC to provide 4-5 part time counselors.</p> <ul style="list-style-type: none"> > These staff will provide short-term individual counseling sessions. > Social Work team will liaise with these counselors to ensure coordination 	Students who need additional SEL Support	
3.12	<p>Two part time Social Work Interns will be provided via district/partner programs.</p> <ul style="list-style-type: none"> > These staff will provide short-term individual counseling sessions, risk assessment, targeted small group support, and classroom presentations. 	Students who need additional SEL Support All Students	
3.13	<p>Wellness Center</p> <ul style="list-style-type: none"> > Wellness Center exists in partnership with the Santa Clara County Office of Education which funds an attendant and a therapist. > Wellness Center staff will provide a safe place for students throughout the day. > During class time we anticipate no more than 1-2 students in the Wellness Center. > During brunch, lunch, before/after school, the Wellness Center will be a place for students to belong. > Wellness Center will run small groups as necessary. > Wellness Center will bring in outside services as necessary. 	Students who need additional SEL Support	
3.15	<p>The School Leadership team will review how we are supporting students in different marginalized communities (i.e. LBTQIA+, Black, LatinX, Asian American, etc.) and develop additional supports as needed.</p> <p>Teacher understanding of equity and bias will be deepened through ongoing professional development and coaching beginning with Culturally Responsive Teaching.</p> <p>Teacher understanding of equity and bias will be deepened through ongoing professional development and coaching beginning with Culturally Responsive Teaching.</p> <p>School Leadership team will identify students who do not participate in the wider life of the school (athletics, clubs, social activities) to see if we can find ways to better engage students</p>	All 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.

The percentage of students in grades 6th - 8th who responded favorably to "Cultural Awareness" will increase from 46% (Spring 2023 Panorama Survey) to 51% (Spring 2023 Panorama Survey).

> Outcome: favorable response to "Cultural Awareness" was 47%

The percentage of students in grades 6th-8th who responded favorably to having a "Sense of Belonging" at school will increase from 47% (Spring 2023 Panorama Survey) to 52% (Spring 2023 Panorama Survey).

> Outcome: favorable response to "Sense of Belonging" was 57%

The percentage of students in grades 6th-8th who responded favorably that they are "Connected with Adults at School" will increase from 26% (Spring 2023 Panorama Survey) to 50% (Spring 22023 Panorama Survey).

> Outcome: favorable response to "Connected with Adults at School" was 32%

Daily attendance rates will be above 95% as measured by average daily attendance.

> Outcome: 13.4% of students were chronically absent (missed 20+% of school days)

Not listed as a previous goal:

Suspension rates increased: 5.4% (54 students) of all students were suspended at least one day - this is an increase of 2.3% (increase of 23 students)

We also had a substantial number of students with multiple (3+) suspensions

As shared in the "Identified Need" section,

While the campus environment improved overall (per Student Panorama Survey Data) from 2022-23, a significant % of the campus did not see those benefits

Chronic absenteeism was up for all monitored subgroups

Suspension Rate was up for all monitored subgroups except White (stayed the same) and Asian (decreased slightly)

Speaking from the position of having signed all of the suspension forms:

1. We suspended students for activities we should have suspended them for where in the prior year, some of those activities drew family conversations

This increased student overall feelings of safety on the campus while also increasing the suspension rate

2. We had students coming forward with information that we did not have the prior year

This resulted from increased "Connected with Adults at School" and also increased the suspension rate

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

The Positive Behavioral Intervention and Support (PBIS) team in collaboration with students from the Where Everyone Belongs (W.E.B) group and from the Leadership class will develop and implement activities throughout the year to help students build connections and community with one another.

> Fully implemented

=====

All teachers will participate in Department and Grade Level professional development and collaboration to support students academically, social-emotionally, and behaviorally.

> Implemented in that we developed the human structures to support professional development and collaboration.

These structures will strongly support our work in 2024-25

=====

Academic Support Time (AST) will be offered to all students.

> Implemented. We developed good lessons and good structures; however, execution across classrooms was uneven

=====

We will pilot Learner-Led conferences on a volunteer basis by teachers.

> We were not able to pilot this process in 2023-24

=====

Monthly truancy letters and attendance meetings with parents of students that are absent more than 10% after the end of Trimester 1 in consultation with the Administrative Assistant II.

> Implemented. The work would have benefitted with a larger dedicated team

=====

Administrative team will standardize how restorative practice is implemented on the site.

> Implemented.

=====

Tier 1 MTSS team will coordinate Academic, Behavioral, SEL, and Attendance Tier 1 supports.

Tier 2 and Tier 3 Multitiered Systems of Support Teams (MTSS) will continue to monitor student progress and coordinate interventions.

> Implemented but we needed to adjust the structure of the teams for best effect

=====

The school/district will partner with CHAC to provide 4-5 part time counselors.

> Implemented fully.

=====

Two part time Social Work Interns will be provided via district/partner programs.

> Implemented fully.

=====

The School Leadership team will review how we are supporting students in different marginalized communities (i.e. LBTQIA+, Black, LatinX, Asian American, etc.) and develop additional supports as needed.

Teacher understanding of equity and bias will be deepened through ongoing professional development and coaching beginning with Culturally Responsive Teaching.

> Implemented.

=====

Wellness Center

> Implemented.

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.

Goals

The percentage of students in grades 6th - 8th who responded favorably to "Cultural Awareness" will increase from 46% (Spring 2023 Panorama Survey) to 51% (Spring 2023 Panorama Survey).

> Outcome: favorable response to "Cultural Awareness" was 47%

> Retain this goal and increase by 5%

The percentage of students in grades 6th-8th who responded favorably to having a "Sense of Belonging" at school will increase from 47% (Spring 2023 Panorama Survey) to 52% (Spring 2023 Panorama Survey).

> Outcome: favorable response to "Sense of Belonging" was 57%

> Retain this goal and increase by 5%

The percentage of students in grades 6th-8th who responded favorably that they are "Connected with Adults at School" will increase from 26% (Spring 2023 Panorama Survey) to 50% (Spring 22023 Panorama Survey).

> Outcome: favorable response to "Connected with Adults at School" was 32%

> Retain this goal and increase by 5%

Daily attendance rates will be above 95% as measured by average daily attendance.

> Outcome: 13.4% of students were chronically absent (missed 20+% of school days)

> Rewrite this goal to align with the district strategic plan: Goal1b Student regular attendance in school and class.

The percentage of students who are chronically absent will be reduced from 13.4% to below 10%

Not listed as a previous goal:

Suspension rates increased: 5.4% (54 students) of all students were suspended at least one day - this is an increase of 2.3% (increase of 23 students)

We also had a substantial number of students with multiple (3+) suspensions

> Rewrite this goal to align with the district strategic plan: Goal 1c Reduced suspension rates within each student group

The percentage of students who are suspended will be reduced from 5.4% to below 4%.

The percentage of students who are suspended more than 3 times will be reduced by 25%.

> The reason for this second goal is that when a student is suspended multiple times, then it is clear we are not addressing the student's needs and the negative impact on the school community increases with each additional suspension

=====

Key

+) Additions to the strategies & actions

0) Aspects of the strategies & actions that remains unchanged

-) Aspects of the strategies & actions that are being removed

=====

Strategies

=====

3.1 The following data will be reviewed each month by the Administrative Team:

0) There are no changes to this goal

=====

3.2. The Positive Behavioral Intervention and Support (PBIS) team in collaboration with students from the Where Everyone Belongs (W.E.B) group and from the Leadership class will develop and implement activities throughout the year to help students build connections and community with one another.

+) We will add a second JBK Festival.

+) Increase messaging around the expectation and importance of students attending school

+) Increase messaging around expectations for student behavior

+) Added two additional site-funded PBIS positions

=====

3.3. Academic Support Time (AST) will be offered to all students. This time will be broken into three parts:

+) School administrators will ensure integrity of AST implementation

+) Costs are now for an AST Facilitation and Maintenance team (rather than a Build team)

=====

3.4 Attendance Team

Monthly truancy letters and attendance meetings with parents of students that are absent more than 10% after the end of Trimester 1 in consultation with the Administrative Assistant II.

- +) We will reestablish an attendance team that meets every other week to monitor student attendance consisting of: assistant principal, social worker, school registrar, and outreach coordinator.
- +) We will increase communication to students about the importance of attending school (PBIS assemblies, PBIS class challenges, Spartan TV)
- +) We will increase communication to parents about the importance of their child attending school (minimum 1/month through school newsletter, monthly PBIS challenges, etc) and school policies such as independent study being available to students who will be absent 5 or more days.
- +) We will better enforce district policy of dropping students who leave school for long periods of time - dropping their enrollment on departure and re-enrolling upon return.
- +) This group will be funded to provide incentives and supports and will report to the administrative team.

This strategy has been modified to comprehensively list the work we are doing to improve student attendance.

=====

3.5. Discipline and Restorative Practices

Administrative team will standardize how restorative practice is implemented on the site.

+) Change to:

Administrative team will:

1. Ensure that campus-wide expectations are regularly addressed through the PBIS team.
 2. Ensure that campus supervision is consistent.
 3. Provide professional development aligned with trauma-informed and Safety Care practices.
 4. Work with grade level teams to increase the % of students known by name, strength, and need.
-
5. Streamline student discipline process to focus on teacher intervention with student and family.
 6. Modify the monitoring and documentation process to increase its usability and its ability to track minor issues. Monitor students with an increasing number of minor issues to address student needs before the minor issues become major issues.
 7. Work with individual teachers to develop their ability to resolve issues in the classroom.
 8. Use restorative practice at the administrator level to resolve student issues.
-
9. Once 80% of students are known by name, strength, and need, provide professional development refresher to teachers on restorative practice.

This strategy has been modified to streamline and articulate how the administrative team will address student discipline on campus.

=====

3.6 All teachers will participate in Department and Grade Level professional development and collaboration to support students academically, social-emotionally, and behaviorally.

+) The focus of Department level meetings will be short data cycle work to inform teaching practice. This is aligned with the strategic plan's signature strategy 4.3 "Data-Informed Professional Collaboration"

When students are more successful academically, they will be more engaged

Through this process, teachers will grow their teaching practice which will lead to greater student success academically which will lead to greater student engagement

+) The focus of Grade level meetings will be fulfilling the Sunnyvale Promise by knowing students by "name, strength, and need"

When students are well-known, they will be more engaged and more likely to share issues / concerns with adults at school before issues escalate

This is a significant change to this strategy as the focus is on data-informed work both academically (Department meetings) and social-emotionally (Grade level meetings)

=====

3.7. Multitiered Systems of Support (MTSS) grade level teams will meet every other week to coordinate process and services for students referred to the MTSS process and to monitor their progress.

+) Administrative team will identify interventions at each Tier of the MTSS process for Academic, Behavioral, and SEL needs.

- +). MTSS team will coordinate Tier1 Academic, Behavioral, and SEL supports and will monitor student progress
- +). MTSS team will coordinate iTier2 and Tier3 interventions and will monitor student progress
- +). Attendance needs will be addressed through the attendance team
- +). Administrative team will review the MTSS team's work monthly

This strategy has been modified to streamline and articulate how the MTSS team will operate

=====

3.8. We will pilot Learner-Led conferences on a volunteer basis by teachers.

0) No change

This is a future focus of the Sunnyvale Strategic Plan: Signature Strategy 3.2: Student goal-setting, monitoring, & reflection.

=====

3.9 School Wide activities for all students to participate in / benefit from

0) No change

=====

3.10 Field Trips

0) No change

=====

3.11 The school/district will partner with CHAC to provide 4-5 part time counselors.

+). Social Work team will liaise with these counselors to ensure coordination

=====

3.12. Two part time Social Work Interns will be provided via district/partner programs

0) No change

=====

3.13. Wellness Center

0) No change

=====

3.15. The School Leadership team will review how we are supporting students in different marginalized communities (i.e. LBTQIA+, Black, LatinX, Asian American, etc.) and develop additional supports as needed.

Teacher understanding of equity and bias will be deepened through ongoing professional development and coaching beginning with Culturally Responsive Teaching.

+). School Leadership team will identify students who do not participate in the wider life of the school (athletics, clubs, social activities) to see if we can find ways to better engage students

=====

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.

Accelerate the academic growth of English Learners.

Students who are English Learners will improve by one English Learner Progress Indicator (ELPI) level (Strategic Plan Goal 4.A)

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.

Based on the NWEA scores for both Math and Reading, the percent of students scoring in the proficient band that are identified as being an English Language Learner is significantly lower than students in similar demographic groups.

For this reason, there is an emphasis on accelerating our students' learning English to increase their access to core content instruction and to society in general.

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
English Learners improving by one or more ELPI levels on the ELPAC	52.9% of ELs improved by one or more ELPI levels in 2023-24	56% of ELs will improve by one or more ELPI levels in 2024-25
English Learners losing an ELPI level on the ELPAC	12.4% of ELs lost an ELPI level on the ELPAC in 2023-24	no more than 10% of ELs will lose an ELPI level on the ELPAC in 2023-24

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	English Language Support classes will be offered during AST to 6th - 8th grade students needing support in academic language and who have not met reclassification criteria. Teachers will be released for collaboration 1 / trimester (4 teachers x 3 days)	English Language Learners who are not in the newcomer (ELD1 and ELD2) classes	3000 LCAP Teacher collaboration - 12 sub days

	<p>+) Two bilingual paras to support the two lowest performing AST classes</p> <p>+) Ongoing professional development in UFLI (phonics instruction)</p> <p>+) Data analysis support from department administrator</p>		
4.2	The AVID/AVID Excel program will be offered for students meeting the AVID acceptance criteria. Costs included with AVID in Goal3	English Language Learners and students categorized as low SES	
4.3	<p>We have a specialized class for English Learners who are recently arrived to the country and who have not developed the ability to navigate general education classes in English (Initial ELPAC = 1). Due to significantly increased student numbers last year, we are moving from two "Newcomer" classes to three.</p> <p>Teachers will be released 1/trimester for collaboration (2 teachers x 3 days)</p> <p>+) Two bilingual paras to support the two lowest performing AST classes</p> <p>+) Ongoing professional development in UFLI (phonics instruction)</p> <p>+) Data analysis support from department administrator</p>	English Language Learners - "Newcomers"	<p>1500 LCAP</p> <p>Teacher collaboration - 6 sub days</p>
4.4	Teachers and Admin Team will use assessment data to monitor progress of ELs through English Learner Progress Monitoring (ELPM) twice a year. Funding is for subs to release teachers to have these conversations.	English Language Learners	<p>3600 LCAP</p> <p>Parent Outreach Assistant</p>
4.5	<p>Integrated ELD (iELD) strategies and teaching practices will be adopted across all classrooms. These strategies will focus on language development: increased use of language to explain one's thinking; more structured student talk; use of sentence frames; explicit vocabulary development; language objectives; use of graphic organizers; more "out-loud" teacher modeling of their thinking; tracking how often students are called on in class; etc. This emphasis on iELD benefits all students as these strategies are not just good strategies to support English Language Learners, they are good strategies to support all students.</p> <p>> Administrative team will monitor for iELD strategies during instructional walkthroughs</p> <p>> Ongoing PD will be provided in iELD strategies</p>	All students	
4.6	Community Outreach Coordinator and an assistant principal will run monthly groups for families of our English Language Learners to support them in better understanding how to support their students in school.	English Learners & their families	<p>4000 LCAP</p> <p>Meeting supplies 2000 LCAP</p>

	This will include a "reclassification celebration" at the end of the year. Costs are for meeting supplies and staff time		Staff time
4.7	Two new Spanish-speaking bilingual para-educators to support in EL students. These bilingual para-educators will provide 1:1 and small group support under the direction of the classroom teacher.	English Learners	

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 percent of English Learners reclassified as Fluent English Proficient will increase from 24% to 29% by June 2024.
 > Outcome: Reclassified 38 English Learners (EL) to Reclassified Fluent English Proficient (RFEP) out of 122 ELs total for a reclassification rate of 31%
 > Outcome: Per CA Schools Dashboard, 52.9% of our ELs improved one or more English Learner Progress Indicator (ELPI) levels, an increase from 50.7% in 2022-23.
 > Outcome: Per CA Schools Dashboard, 12.4% of our ELs lost an ELPI level, a decrease from 21.3% in 2022-23.

Our strategies were effective in increasing EL proficiency on the ELPAC and in increasing EL progress towards proficiency. That said, only 50.7% of our English Learners gained an ELPI proficiency level. Every EL should gain an ELPI proficiency level with a year of school work and attendance.

In looking at the CA Schools Dashboard data, we also see that although our ELs improved their growth towards proficiency, we also had significant increases in the number of students scoring a "1" in each of the domains (Listening, Speaking, Reading, and Writing). We believe this is due to an increase in the number of students who have been in the country fewer than three years and who are classified as "Newcomer"s requiring more intensive support in learning English.

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

The percent of English Learners reclassified as Fluent English Proficient will increase from 24% to 29% by June 2024.
 > Outcome: Reclassified 38 English Learners (EL) to Reclassified Fluent English Proficient (RFEP) out of 122 ELs total for a reclassification rate of 31%
 > Outcome: Per CA Schools Dashboard, 52.9% of our ELs improved one or more proficiency levels, an increase from 50.7% in 2022-23.
 > Outcome: Per CA Schools Dashboard, 12.4% of our ELs lost a proficiency level, a decrease from 21.3% in 2022-23.

=====

Strategies
 English Language Support classes will be offered during AST to 6th - 8th grade students needing support in academic language and who have not met reclassification criteria.
 > Fully implemented

=====

The AVID/AVID Excel program will be offered for students meeting the AVID acceptance criteria (\$6000 AVID Costs, Conferences, Level2 Stipend).

> Fully implemented

=====

We have a specialized class for English Learners who are recently arrived to the country and who have not developed the ability to navigate general education classes in English (Initial ELPAC = 1).

Due to significantly increased need last year, we are moving from two "Newcomer" classes to three.

> Fully implemented

=====

Teachers and Admin Team will use assessment data to monitor progress of ELs through English Learner Progress Monitoring (ELPM) twice a year.

Funding is for subs to release teachers to have these conversations.

> Fully implemented

=====

Integrated ELD (iELD) strategies and teaching practices will be adopted across all classrooms.

> Implemented but a bit unevenly across the classrooms

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

The percent of English Learners reclassified as Fluent English Proficient will increase from 24% to 29% by June 2024.

> Outcome: Reclassified 38 English Learners (EL) to Reclassified Fluent English Proficient (RFEP) out of 122 ELs total for a reclassification rate of 31%

> Outcome: Per CA Schools Dashboard, 52.9% of our ELs improved one or more proficiency levels, an increase from 50.7% in 2022-23.

> Outcome: Per CA Schools Dashboard, 12.4% of our ELs lost a proficiency level, a decrease from 21.3% in 2022-23.

=====

Key

+) Additions to the strategies & actions

0) Aspects of the strategies & actions that remains unchanged

-) Aspects of the strategies & actions that are being removed

=====

New goals:

+) The percent of English Learners who improve by one or more English Learner Progress Indicator (ELPI) levels on the ELPAC will increase from 52.9% (2023-24) to 56% (2024-25).

+) The percent of English Learners who lose an ELPI level on the ELPAC will decrease from 12.4% (2023-24) to 10% (2024-25)

=====

Strategies

=====

4.1 English Language Support classes will be offered during AST to 6th - 8th grade students needing support in academic language and who have not met reclassification criteria.

+) Add release days 1 / trimester for collaboration (4 teachers x 3 days)

+) Add two bilingual paras to support the two EL Support classes with the students performing the lowest on the ELPAC

+) Ongoing professional development in UFLI (phonics instruction)

+) Data analysis support from department administrator

=====

4.2 The AVID/AVID Excel program will be offered for students meeting the AVID acceptance criteria.

0) No change

=====

4.3 We have a specialized class for English Learners who are recently arrived to the country and who have not developed the ability to navigate general education classes in English (Initial ELPAC = 1).

Due to significantly increased need last year, we are moving from two "Newcomer" classes to three.

+) Add release days 1 / trimester for collaboration (2 teachers x 3 days)

+) Add two bilingual paras to support the two lowest performing AST classes

+) Ongoing professional development in UFLI (phonics instruction)

+) Data analysis support from department administrator

=====

4.4 Teachers and Admin Team will use assessment data to monitor progress of ELs through English Learner Progress Monitoring (ELPM) twice a year.

Funding is for subs to release teachers to have these conversations.

0) No change

=====

4.5 Integrated ELD (iELD) strategies and teaching practices will be adopted across all classrooms.

These strategies will focus on language development: increased use of language to explain one's thinking; more structured student talk; use of sentence frames; explicit vocabulary development; language objectives; use of graphic organizers; more "out-loud" teacher modeling of their thinking; tracking how often students are called on in class; etc.

This emphasis on iELD benefits all students as these strategies are not just good strategies to support English Language Learners, they are good strategies to support all students.

+) Administrative team will monitor for iELD strategies during instructional walkthroughs

=====

4.6 Community Outreach Coordinator and an assistant principal will run monthly groups for families of our English Language Learners to support them in better understanding how to support their students in school.

0) No change

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	\$17,721.90
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$180,441.00
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 (\$)
General Fund	\$55,841.00
LCAP	\$124,600.00

Subtotal of state or local funds included for this school: \$180,441.00

Total of federal, state, and/or local funds for this school: \$180,441.00

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		
SLIP		
Unrestricted		
General Fund	117000	61,159.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	55,841.00
LCAP	124,600.00

Expenditures by Budget Reference

Budget Reference	Amount
	145,341.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	General Fund	55,841.00
	LCAP	124,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,000.00
Goal 2	21,500.00
Goal 3	123,841.00

Goal 4

14,100.00

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
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Vince Iwasaki	Principal
Kenneth Burnsed	Classroom Teacher
Sheila McKell	Classroom Teacher
	Classroom Teacher
Carmen Bliss	Other School Staff
Cindy Collister	Parent or Community Member
Arthur Gleckler	Parent or Community Member
Ambrosia Studley	Parent or Community Member
Piper Hayes, Student Body President	Secondary Student
Ava Origel, 8th grade rep	Secondary Student

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 10/9/2024.

Attested:

Principal, Vince Iwasaki on 10/9/2024

SSC Chairperson, Lisa Rademacher on 10/9/2024

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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