School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Sunnyslope Elementary School
Address	7050 38th Street Jurupa Valley, CA 92509
County-District-School (CDS) Code	33 67090 6106843
Principal	Ilsa Crocker
District Name	Jurupa Unified School District

SPSA Revision Date	May 2023
Schoolsite Council (SSC) Approval Date	5/25/2023
Local Board Approval Date	June 26, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Sunnyslope' s mission is to equip students with the critical thinking, communication, collaboration, creativity, and technological skills necessary to enable them to compete globally. Our staff is committed to helping each student develop his or her maximum potential regardless of cultural, academic, and socioeconomic background. Teachers work to develop a growth mindset in each of our students. At Sunnyslope, we embrace, "Learning without Limits" as we promote academic achievement.

School Profile

Describe The students and community and how school serves them.

The Story

Sunnyslope is one of sixteen TK-6 elementary schools in the Jurupa Unified School District. There is also one TK-8th grade school. The district is a unified TK-12 district encompassing 44 square miles in Riverside County. Sunnyslope Elementary is located in the city of Jurupa Valley, California. Sunnyslope is one of four elementary sites to host a Dual Language Immersion program, where students become bilingual and bi-literate in both English & Spanish. The program is integrated within our school. We have 18 Dual Immersion classes and 15 monolingual English classes, from TK to Sixth Grade. The school year is 180 traditional days of which 37 are minimum days to support teacher collaboration. The entire staff is dedicated to providing an environment that promotes and reinforces a safe campus so that each student can attain his or her potential. Sunnyslope is a closed campus with an inviting and welcoming environment for students, staff, parents, and community members.

All of the Local Control Accountability Plan-LCAP Priorities are addressed in the School Plan under three focus areas. Learning Outcomes, Student Achievement, and Engagement. The Local Control Accountability Plan (LCAP) addresses college and career readiness; data-driven decision-making; safe, orderly environment; and parent, student & community engagement. Sunnyslope's enrollment is approximately 877 students, including Pre-School through Sixth grade. Sunnyslope also has 2 Special Day Classes for Preschool students who have special needs and an Individual Educational Plan. The school has a culturally and linguistically diverse population with the main ethnic representation being 92.53% Hispanic, 3.27% White, and 1.52% African American. The school population includes 39% English Language Learners (ELLs) & 79% percent of students are socio-economically disadvantaged.

Dual Immersion is a unique educational program designed to develop bilingualism and biliteracy in English and the target language. Sunnyslope's target language is Spanish. This is a voluntary program. Instruction is provided by highly trained and specialized teachers. Students learn California standards in all subject areas, and become linguistically and academically fluent in both languages. The program follows the 90/10 model of Two Way Immersion (TWI). The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to English. In a 90:10 model the amount of the target language decreases yearly as English increases until there is a 50:50 balance of the languages generally in grades four through six. English time must be carefully defined and implemented. High-quality curriculum and instruction are essential. Research indicates that when programs are fully implemented according to the program design and fidelity, English learners in 90:10 models score as well as or better than their peers in other programs in English tests (Lindholm-Leary, 2001; Dual Language Education, Multilingual Matters LTD).

SPSA Highlights

Identify and briefly summarize the key features of this year’s SPSA.

The SPSA for Sunnyslope aligns with the LCAP goals of College and Career Readiness; Safe, Orderly, and Inviting Learning Environments; and Student and Community Engagement.
Key features include:
1) Dual Language Instruction
2) Continuing development of AVID initiatives to support school-wide implementation
3) Focus on foundational skills in Reading
4) Furthering Math practices and refining instruction aligned to California State Standards
5) Focus on conceptual knowledge and rigorous problem-solving techniques.
6) Further developing Integrated ELD practices enhanced with academic language structures
7) Continuing development of Positive Behavior Programs and Social Emotional Learning to support school culture, safety, and a positive learning environment
8) Trauma-Informed Training with support of Behavioral Health Specialist
9) Increase implementation of technology and making activities to transform learning experiences for student

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Greatest progress includes growth in English Language Arts and Math. The growth can be attributed to continued professional development in guided reading, math, AVID implementation, and inclusion practices. The continued emphasis in teaching reading throughout the grade levels and in different subjects will effectively address the California State Standards to continue to guide instruction. NWEA data also showed growth in English Language Arts and Math. We had the greatest gains in math.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Our greatest needs include English Language Arts and Math. We scored overall in the Low band for English Language Arts and Math. As we plan ahead, personalizing instruction will be key so that all students get what they need in a smaller group. We will continue with 2 reading intervention teachers next school year and 1 math intervention teacher. Student data will guide our next steps as we build systems that include consistency in teaching and learning.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

Our English Learner students showed the greatest disparities in their academic growth according to the most recent California Dashboard results. Currently they are 77.8 points below the standard in English Language Arts and 84.1 points below the standard in math. Additional training and support is needed with English Learners as we plan ahead. We will also hire another bilingual aide to support our full day TK/K expansion. We will implement and focus on the instruction of EL's. A continued focus on writing will also continue to strengthen reading. We will also explore IAB's as we build best practices.
Our students with disabilities also scored in the very low range. Inclusive practices will continue to be supported as we plan ahead.

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

As a Title I Schoolwide program, a Comprehensive Needs Assessment is completed annually. Stakeholders are directly involved with the SPSA creation and evaluation. Sunnyslope's SPSA includes strategies that support state standards and address the needs of all children. The SPSA addresses the needs of students who are at risk of not meeting grade-level standards and the significant subgroups. Our SPSA implementation is monitored and evaluated by the Leadership team, School Site Council and English Language Learner Advisory Committee. Attendance at SBCP meetings, principal meetings, and annual Budget/Program meetings also provide support for monitoring and evaluating the SPSA. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At Sunnyslope, our educational partners provide SPSA planning input. We work closely with staff, parents, and community members. In addition, the English Language Advisory Council and School Site Council members are included in the SPSA development.

Resource Inequities

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

Resource inequities include staff to support the number of students that we have. We also do not have the space to engage students with other activities that support social-emotional learning or outside curricular activities. The lack of space is evident when we try to plan and bring programs for our students. In order to help with the number of students who require additional support, resident subs are assigned to help in the classroom in the area of math. In addition,

additional targeted support and improvement will be needed for students with disabilities and our white student subgroup. A focused approach on differentiation of systems and instruction is key as we plan ahead.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	156	156	138
Grade 1	113	123	138
Grade 2	113	110	112
Grade3	127	113	117
Grade 4	122	123	111
Grade 5	108	116	113
Grade 6	117	111	112
Total Enrollment	856	852	841

Conclusions based on this data:

1. Our enrollment continues to grow. Despite virtual learning and COVID, our site continues to show steady enrollment growth.
2. Our Transitional Kindergarten data is not displayed but with all day Transitional Kindergarten and Kindergarten, it is expected that our enrollment will continue to increase.
3. Data displayed does not include SDC Preschool. We have two SDC classes at Sunnyslope and state headstart as well.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	338	339	337	39.50%	39.8%	40.1%
Fluent English Proficient (FEP)	125	120	91	14.60%	14.1%	10.8%
Reclassified Fluent English Proficient (RFEP)	11			3.3%	3%	

Conclusions based on this data:

1. The overall percentage of English Learners has increased slightly.
2. Although the overall percentage of English Learners has increased slightly, the overall percentage of students as fluent english proficient has decreased.
3. A focus on English Learners is necessary to ensure that our English Learners are reclassified as Fluent English Proficient.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	129	112		0	108		0	108		0.0	96.4	
Grade 4	121	122		0	122		0	122		0.0	100.0	
Grade 5	110	116		0	116		0	116		0.0	100.0	
Grade 6	118	113		0	110		0	110		0.0	97.3	
All Grades	478	463		0	456		0	456		0.0	98.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2361.4			10.19			15.74			23.15			50.93	
Grade 4		2404.7			5.74			17.21			21.31			55.74	
Grade 5		2434.0			5.17			16.38			22.41			56.03	
Grade 6		2502.0			12.73			21.82			35.45			30.00	
All Grades	N/A	N/A	N/A		8.33			17.76			25.44			48.46	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.04			48.15			39.81	
Grade 4		7.38			52.46			40.16	
Grade 5		2.59			62.93			34.48	
Grade 6		10.91			54.55			34.55	
All Grades		8.11			54.61			37.28	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.48			43.52			50.00	
Grade 4		1.64			54.92			43.44	
Grade 5		7.76			48.28			43.97	
Grade 6		11.82			58.18			30.00	
All Grades		6.80			51.32			41.89	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.48			72.22			21.30	
Grade 4		1.64			73.77			24.59	
Grade 5		9.48			63.79			26.72	
Grade 6		10.00			71.82			18.18	
All Grades		6.80			70.39			22.81	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.63			62.96			32.41	
Grade 4		8.20			64.75			27.05	
Grade 5		6.03			50.86			43.10	
Grade 6		16.36			65.45			18.18	
All Grades		8.77			60.96			30.26	

Conclusions based on this data:

1. Overall, writing is an area of need. Forty-one percent of students scored below the standard in writing.
2. Reading continues to be an area of need as well. We will focus on using diagnostic and formative assessments to guide small group reading instruction.
3. Creating systems that individualize instruction will be key in moving students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	129	112		0	108		0	108		0.0	96.4	
Grade 4	121	122		0	122		0	122		0.0	100.0	
Grade 5	110	116		0	116		0	116		0.0	100.0	
Grade 6	118	113		0	110		0	110		0.0	97.3	
All Grades	478	463		0	456		0	456		0.0	98.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2376.0			6.48			16.67			23.15			53.70	
Grade 4		2397.5			0.00			10.66			29.51			59.84	
Grade 5		2427.4			5.17			11.21			21.55			62.07	
Grade 6		2494.4			14.55			17.27			29.09			39.09	
All Grades	N/A	N/A	N/A		6.36			13.82			25.88			53.95	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.19			37.04			52.78	
Grade 4		4.10			28.69			67.21	
Grade 5		6.03			31.90			62.07	
Grade 6		14.55			40.91			44.55	
All Grades		8.55			34.43			57.02	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.56			43.52			50.93	
Grade 4		0.00			39.34			60.66	
Grade 5		3.45			40.52			56.03	
Grade 6		10.91			52.73			36.36	
All Grades		4.82			43.86			51.32	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.48			57.41			36.11	
Grade 4		2.46			49.18			48.36	
Grade 5		5.17			44.83			50.00	
Grade 6		8.18			62.73			29.09	
All Grades		5.48			53.29			41.23	

Conclusions based on this data:

1. We need additional math PD support for our teachers as we adopt a new textbook and analyze data by grade level.

2. A continued focus on math by grade level is essential to ensure our students continue to grow.

3. A math support teacher will continue with small group instruction as well as provide math ideas/lessons as we support further math PD.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1400.8	1410.6		1420.0	1432.9		1355.8	1358.2		65	74	
1	1422.5	1412.1		1447.1	1443.3		1397.5	1380.3		48	47	
2	1438.5	1459.0		1456.4	1477.0		1420.2	1440.5		50	44	
3	1469.6	1472.7		1467.4	1473.7		1471.3	1471.1		59	49	
4	1496.7	1504.7		1500.4	1503.7		1492.6	1505.2		44	54	
5	1518.6	1522.1		1516.7	1519.9		1520.0	1523.9		30	44	
6	1519.4	1516.4		1524.2	1518.9		1514.1	1513.4		36	28	
All Grades										332	340	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.08	6.76		30.77	37.84		43.08	35.14		23.08	20.27		65	74	
1	0.00	2.13		18.75	19.15		39.58	40.43		41.67	38.30		48	47	
2	2.00	4.55		16.00	38.64		52.00	36.36		30.00	20.45		50	44	
3	0.00	4.08		23.73	28.57		61.02	40.82		15.25	26.53		59	49	
4	6.82	7.41		36.36	51.85		50.00	29.63		6.82	11.11		44	54	
5	16.67	13.64		40.00	43.18		30.00	36.36		13.33	6.82		30	44	
6	8.33	21.43		41.67	25.00		36.11	32.14		13.89	21.43		36	28	
All Grades	4.22	7.65		28.31	35.88		46.08	35.88		21.39	20.59		332	340	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.62	24.32		47.69	28.38		29.23	31.08		18.46	16.22		65	74	
1	18.75	34.04		22.92	23.40		47.92	25.53		10.42	17.02		48	47	
2	12.00	20.45		26.00	38.64		54.00	34.09		8.00	6.82		50	44	
3	8.47	22.45		38.98	28.57		38.98	28.57		13.56	20.41		59	49	
4	18.18	24.07		61.36	53.70		18.18	20.37		2.27	1.85		44	54	
5	46.67	31.82		40.00	52.27		6.67	11.36		6.67	4.55		30	44	
6	25.00	32.14		47.22	39.29		25.00	21.43		2.78	7.14		36	28	
All Grades	16.27	26.47		40.36	37.06		33.43	25.29		9.94	11.18		332	340	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.54	2.70		9.23	6.76		56.92	45.95		32.31	44.59		65	74	
1	0.00	0.00		12.50	12.77		27.08	12.77		60.42	74.47		48	47	
2	6.00	0.00		14.00	27.27		24.00	34.09		56.00	38.64		50	44	
3	0.00	4.08		11.86	16.33		47.46	32.65		40.68	46.94		59	49	
4	2.27	3.70		13.64	25.93		45.45	40.74		38.64	29.63		44	54	
5	13.33	9.09		16.67	20.45		40.00	50.00		30.00	20.45		30	44	
6	5.56	3.57		8.33	21.43		55.56	46.43		30.56	28.57		36	28	
All Grades	3.31	3.24		12.05	17.65		42.77	37.65		41.87	41.47		332	340	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.62	22.97		78.46	64.86		16.92	12.16		65	74	
1	16.67	34.04		75.00	48.94		8.33	17.02		48	47	
2	14.00	15.91		78.00	75.00		8.00	9.09		50	44	
3	16.95	32.65		62.71	46.94		20.34	20.41		59	49	
4	27.27	48.15		65.91	48.15		6.82	3.70		44	54	
5	36.67	9.09		56.67	84.09		6.67	6.82		30	44	
6	19.44	25.00		61.11	64.29		19.44	10.71		36	28	
All Grades	17.47	27.35		69.58	61.18		12.95	11.47		332	340	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.31	24.32		64.62	51.35		23.08	24.32		65	74	
1	10.42	23.40		68.75	51.06		20.83	25.53		48	47	
2	14.00	22.73		70.00	70.45		16.00	6.82		50	44	
3	18.64	28.57		62.71	51.02		18.64	20.41		59	49	
4	43.18	27.78		54.55	68.52		2.27	3.70		44	54	
5	63.33	70.45		23.33	25.00		13.33	4.55		30	44	
6	50.00	46.43		47.22	46.43		2.78	7.14		36	28	
All Grades	26.20	32.94		58.73	52.65		15.06	14.41		332	340	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.54	2.70		70.77	68.92		27.69	28.38		65	74	
1	4.17	6.38		33.33	23.40		62.50	70.21		48	47	
2	10.00	2.27		42.00	65.91		48.00	31.82		50	44	
3	0.00	2.04		50.85	42.86		49.15	55.10		59	49	
4	4.55	9.26		50.00	61.11		45.45	29.63		44	54	
5	20.00	2.27		50.00	72.73		30.00	25.00		30	44	
6	8.33	3.57		27.78	35.71		63.89	60.71		36	28	
All Grades	5.72	4.12		48.19	55.00		46.08	40.88		332	340	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.15	10.81		40.00	28.38		53.85	60.81		65	74	
1	0.00	0.00		47.92	36.17		52.08	63.83		48	47	
2	4.00	2.27		28.00	54.55		68.00	43.18		50	44	
3	5.08	12.24		61.02	61.22		33.90	26.53		59	49	
4	0.00	12.96		70.45	64.81		29.55	22.22		44	54	
5	3.33	15.91		76.67	65.91		20.00	18.18		30	44	
6	5.56	17.86		86.11	67.86		8.33	14.29		36	28	
All Grades	3.61	10.00		55.42	51.47		40.96	38.53		332	340	

Conclusions based on this data:

1. Most English Learners scored in the somewhat/moderately developed stages of language acquisition. Students scored higher in listening and speaking than in reading and writing.

2. Our focus will continue to be the instruction of English Learners, specifically in the areas of reading and writing.

3. Professional development with EL's as a focus will continue next school year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
852	**75.8**	**39.8**	**1.1**
Total Number of Students enrolled in Sunnyslope Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	339	39.8
Foster Youth	9	1.1
Homeless	2	0.2
Socioeconomically Disadvantaged	646	75.8
Students with Disabilities	64	7.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.1
American Indian	1	0.1
Asian	9	1.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	5	0.6
Hispanic	778	91.3
Two or More Races	6	0.7
Pacific Islander	2	0.2
White	31	3.6

Conclusions based on this data:

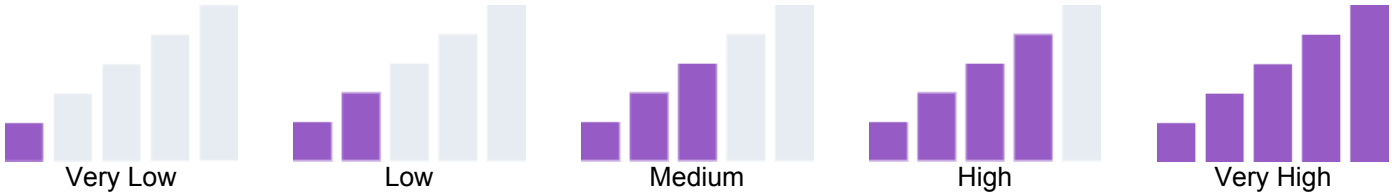
1. We have a diverse student population which indicates equity practices in all areas needs to continue to be at the center.
2. The largest student subgroup includes socioeconomically disadvantaged students. Students need the same opportunities in order to compete globally.
3. English Language Learners is the second largest subgroup. We will continue with a focus on English Learners.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. Although we have had slight gains in chronic absenteeism, we continue to discuss and engage students so that they are in attendance.
2. Our focus in all areas of the organization continues to be academic. Personalizing instruction will be key as we build excellence.

3. English Learners are in the medium status level. Analyzing data analytically will help with making gains in the community we serve.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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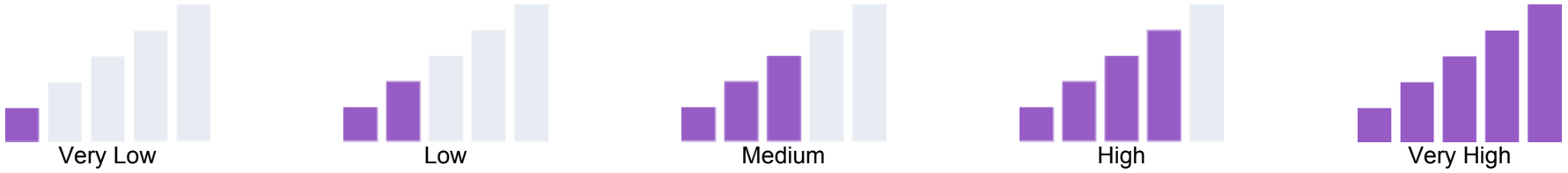


This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	2	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

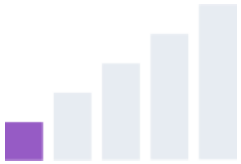
All Students

Low

57.5 points below standard

444 Students

English Learners



Very Low

77.8 points below standard

226 Students

Foster Youth

No Performance Level

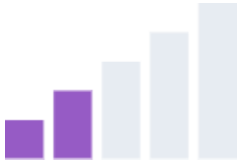
5 Students

Homeless

No Performance Level

3 Students

Socioeconomically Disadvantaged

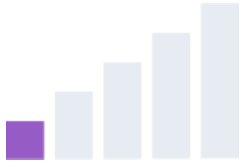


Low

61.0 points below standard

348 Students

Students with Disabilities



Very Low

109.4 points below standard

48 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
5 Students	1 Student	4 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	No Performance Level
59.3 points below standard	3 Students	1 Student	11.2 points below standard
411 Students			13 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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.4 points below standard	4.8 points below standard	43.1 points below standard
164 Students	62 Students	193 Students

Conclusions based on this data:

1. Two subgroups scored in the very low range. That is, English Learners and Students with Disabilities scored very low. Our inclusive practices as well as continued PD will support our students with disabilities. We will also continue with creating an EL Task Force as we plan ahead.

2. Socioeconomically Disadvantaged and hispanic students scored in the low range. This is evidence that we need to refine our organizational practices and look at first best instruction.

3. Knowing where students are and ensuring they get what they need is essential to their overall growth and development.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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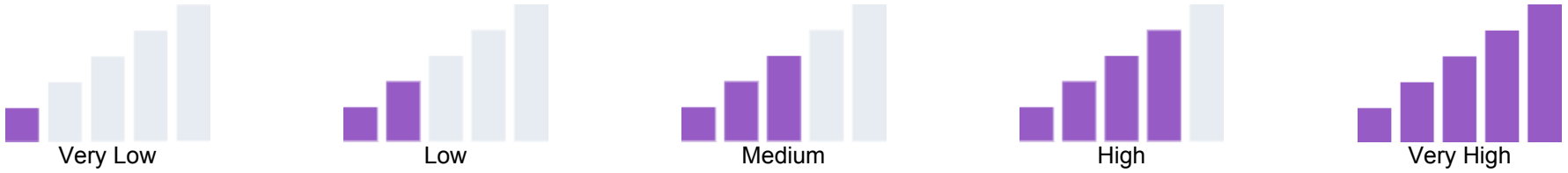


This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

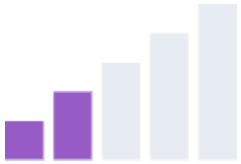
All Students

Low

75.0 points below standard

444 Students

English Learners



Low

84.1 points below standard

226 Students

Foster Youth

No Performance Level

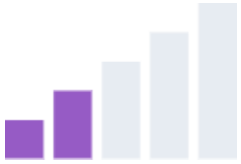
5 Students

Homeless

No Performance Level

3 Students

Socioeconomically Disadvantaged

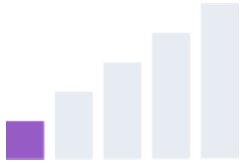


Low

80.4 points below standard

348 Students

Students with Disabilities



Very Low

131.6 points below standard

48 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 1 Student	No Performance Level 4 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 76.5 points below standard 411 Students	No Performance Level 3 Students	No Performance Level 1 Student	No Performance Level 38.8 points below standard 13 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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
107.1 points below standard 164 Students	23.3 points below standard 62 Students	72.6 points below standard 193 Students

Conclusions based on this data:

1. Students with Disabilities scored in the very low range. Our inclusive practices will help in making academic gains.
2. English Learners and Socioeconomically Disadvantaged students scored in the low range in math. Knowing student strengths and weaknesses will help us in making gains.

3. Our math intervention teacher will continue with pushing in to the classroom. We will also have a resident sub in primary as we push in with math intervention.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

50.8 making progress towards English language proficiency

Number of EL Students: 258 Students

Performance Level: 3

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.

2022 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
20.9%	28.3%	0.8%	50.0%

Conclusions based on this data:

1. English Learner performance level was in the medium range. A focus on EL's will move our students to continue to make academic gains.
2. We will use Ellevation as a tool to help us in making instructional decisions for English Learners.

3. Differentiating the instruction for English Learners will help our students continue to make gains.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. NA
2. NA
3. NA

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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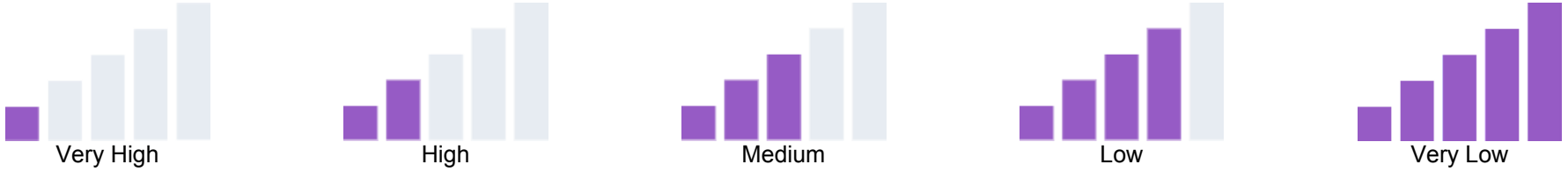


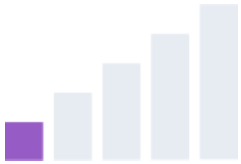
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

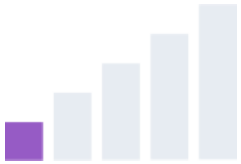


Very High

37.7% Chronically Absent

884 Students

English Learners



Very High

37.7% Chronically Absent

353 Students

Foster Youth

No Performance Level

Less than 11 Students

9 Students

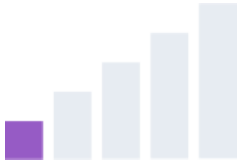
Homeless

No Performance Level

Less than 11 Students

6 Students

Socioeconomically Disadvantaged

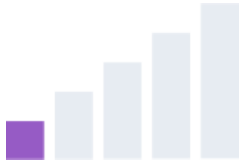


Very High

40% Chronically Absent

688 Students

Students with Disabilities



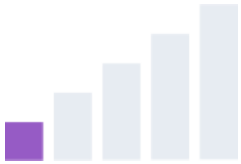
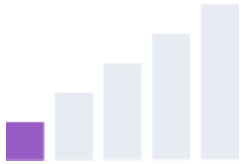
Very High

41.9% Chronically Absent

86 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
10 Students	1 Student	9 Students	5 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level	No Performance Level	Very High
37.3% Chronically Absent	35.3% Chronically Absent	Less than 11 Students	47.1% Chronically Absent
806 Students	17 Students	2 Students	34 Students

Conclusions based on this data:

1. All student groups are in the very high group of chronic absenteeism.
2. Incentives and resources for students and families will be a priority as we work together to improve attendance.
3. Building positive relationships, engaging students, and working with families will be a focus as we analyze the root cause of absences.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. NA
2. NA
3. NA

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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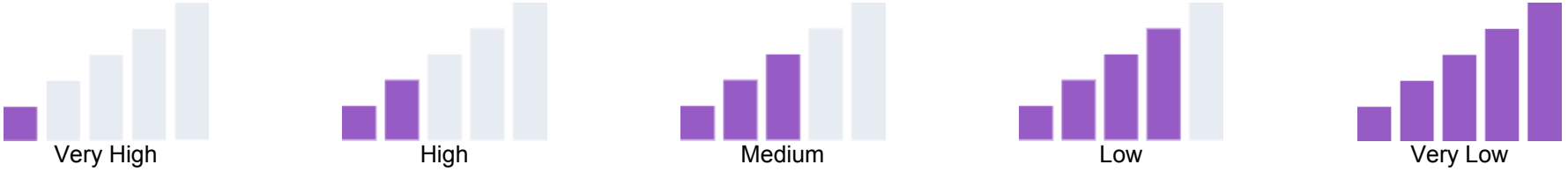


This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	1	2	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Low

0.6% suspended at least one day

905 Students

English Learners

Very Low

0% suspended at least one day

363 Students

Foster Youth

No Performance Level

0% suspended at least one day

11 Students

Homeless

No Performance Level

Less than 11 Students

6 Students

Socioeconomically Disadvantaged

Low

0.7% suspended at least one day

708 Students

Students with Disabilities

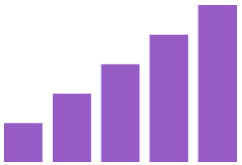
Medium

1.1% suspended at least one day

88 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
11 Students	1 Student	9 Students	5 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Low	No Performance Level	No Performance Level	Very Low
0.6% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
823 Students	19 Students	2 Students	35 Students

Conclusions based on this data:

1. We will analyze reasons and find alternative solutions to suspending students with disabilities since they were the only student group in the medium range.
2. Socioeconomically disadvantages students were suspended at a low rate. We will focus on other means of correction.
3. As a site we are implementing PBIS with a new vision. Our BSEL coordinator and PBIS leadership team have been attending meetings with RCOE and are planning on launching next school year.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Analysis of CAASPP data indicates additional professional development needs to take place. Although there were gains in math, release time needs to be provided to delve deeper into the ELA claims. An overview of NWEA strengths and areas of improvement has been discussed through staff meetings. The vertical planning has indicated areas of strength and strategies used that helped our students overall. We have also analyzed areas of needed growth as we plan ahead. A closer look at each grade level's strengths and areas of growth will need to be planned as we look ahead.

AVID implementation and refinement will continue as we attend Summer Institute this summer. New teachers will also be attending this summer. This is essential as we are an AVID elementary site. Those teachers who are not able to attend in the summer will attend during the school year through path training if available. Collaboration with the site coach will also continue as we plan ahead.

Intervention teachers will continue to work with students at all grade levels. We are making a conscious effort to address staff input in ensuring intervention is consistent. One teacher will service English classes while the second teacher services our Dual Immersion classes. Data triangulation will be a part of our grade-level release days as we analyze data, set goals, and move students ahead. Small group instruction will continue with the support of an intervention teacher and bilingual aide. This small group support will benefit students at all levels.

CAASPP analysis also indicated the need for math intervention, specifically in the upper grades. We are making changes to ensure that our math intervention teacher is servicing our neediest students. With district support, we are able to have a math intervention teacher.

We will continue with inclusion practices as we analyze our California Dashboard and ATSI results. Students with an IEP continue to show growth with inclusion practices.

We plan to use IAB's as we target specific skills, particularly in the area of math.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide assessments ELA Data Dashboard	CAASPP Data: Status Level All students: Low (57.5 Below the Standard) Equity Report Indicated: Students with Disabilities: Very Low (-109.4 Below the Standard) English Learners: Very Low (-77.8 Below the Standard) Socioeconomically Disadvantaged: Low (-61 Below the Standard) Hispanic: Low (-59.3 Below the Standard)	We plan to improve on ELA CAASPP +3% for all subgroups. We plan to improve on ELA CAASPP by + 3% for all subgroups 2022-2023 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted. New baseline will be set.
P4: Statewide assessments Math Data Dashboard	2021-2022 CAASPP Data: Status Level All students: Low (75 points below the Standard) Equity Report Indicated: Students with Disabilities: Very Low (131.6 Below the Standard) English Learners: Low (84.1 Below the Standard) Hispanic: Low (76.5 Below the Standard) Socioeconomically Disadvantaged: Low (80.4 Below the Standard)	We plan to improve on Math CAASPP +3% for all subgroups. 2022-2023 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted. New baseline will be set.
P4: Statewide assessments ELPAC	2021-2022 English Learner Progress: 20.59% Level 1 (Minimally Developed) 35.88% Level 2 (Somewhat Developed) 35.88% Level 3 (Moderately Developed) 7.65% Level 4 (Well Developed) English Learner Progress Indicator: 50.8% Medium Status Level Fluent English Proficient Students: 120 (14.1%)	2022-2023 We plan to increase the overall percentage of English Proficiency of our students by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P8: Other student outcomes	2022-2023 Reclassified Students: R30 Language Census Report 10 (3%)	2021-2022 Reclassified students: 11(3.1%) in 2021-2022. We plan to increase the number of reclassified students by 50%.
P8: NWEA ELA and Spanish Language Arts	2022-2023 ELA NWEA Assessment Results: First Grade Fall 2022-2023 144.4 Winter 2022-2023 152.9 Second Grade Fall 2022-2023 161.7 Winter 2022-2023 171.6 Third Grade Fall 2022-2023 172.1 Winter 2022-2023 178.4 Fourth Grade Fall 2022-2023 183.8 Winter 2022-2023: 189.5 Fifth Grade Fall 2022-2023 194.4 Winter 2022-2023 197.2 Sixth Grade Fall 2022-2023 199.7 Winter 2022-2023 204.7 2022-2023 Spanish Language Arts First Grade Fall 2022-2023 139.2 Winter 2022-2023 145.7 Second Grade Fall 2022-2023 151.9 Winter 2022-2023 161.9 Third Grade	We will update results as a baseline. We plan to increase student outcomes by 3% in all subgroups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fall 2022-2023 173.6 Winter 2022-2023 180.00 Fourth Grade Fall 2022-2023 179.4 Winter 2022-2023 185.8 Fifth Grade Fall 2022-2023 184.4 Winter 2022-2023 189.0 Sixth Grade Fall 2022-2023 194.6 Winter 2022-2026 205.0	
P8: 6th Grade MDTP	6th grade students did not take the MDTP this school year. 6th grade students took the NWEA assessment.	We plan to increase the percentage of students who have met the standard by +3%.
P8: 6th Grade Reading Inventory Lexile Level	6th Grade students did not take the reading inventory this school year. NWEA was used for placement.	We would like to increase the percentage of proficient and advanced students by 10%.
P8: iStation	We did not use iSation this year but instead used NWEA assessments.	We would like to increase the percentage of students at high-average by +3%.
P8: iStation	We did not use iSation this year but instead used NWEA assessments.	We would like to increase the percentage of students at the high-average level by +3%.
P8: iStation	We no longer have iStation this year. Students did not take the Aprenda this school year.	Students did not take the Aprenda
P8: Standardized Testing	Our (Dual Immersion) students in grades 3-6 did take the CSA assessment in Spanish in spring.	We would like to increase the percentage of students at the in the CSA assessment.
P8: iStation/ NWEA Math Results in English and Spanish	We did not use iStation this year but instead administered the NWEA assessments:	We did not use iStation this year but instead administered the NWEA assessments: .

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022-2023 NWEA Math Assessment Results: First Grade Fall 2022-2023 147.7 Winter 2022-2023 157.3 Second Grade Fall 2022-2023 164.0 Winter 2022-2023 173.5 Third Grade Fall 2022-2023 171.6 Winter 2022-2023 176.5 Fourth Grade Fall 2022-2023 185.8 Winter 2022-2023 190.1 Fifth Grade Fall 2022-2023 191.9 Winter 2022-2023 196.8 Sixth Grade Fall 2022-2023 199.9 Winter 2022-2023 207.7 2022-2023 Spanish Math NWEA Assessment Results First Grade Fall 2022-2023 143.3 Winter 2022-2023 155.4 Second Grade Fall 2022-2023 159.2 Winter 2022-2023 171.4 Third Grade Fall 2022-2023 176.3 Winter 2022-2023 184.6 Fourth Grade Fall 2022-2023 187.1 Winter 2022-2023 195.6 Fifth Grade	We would like to increase the percentage of students in average to high average by +3%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fall 2022-2023 191.6 Winter 2022-2023 192.9 Sixth Grade Fall 2022-2023 201.6 Winter 2022-2023 213.6	

Planned Strategies/Activities

Action 1.1

1.1 CCSS Implementation

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Collaborative PD time for staff on implementation and effective strategies for mathematics, ELA/ELD, and technology including data analysis – 1 release 1/2 days/year from site budget. Provide materials for collaboration. b. Fully implement Transitional Kindergarten (TK) curriculum aligned to California Standards based on the district-developed bridge between preschool foundational learning skills to Kindergarten California Standards, provide assessments and data collection for TK students through baseline, benchmark, portfolios, and data collection. c. Implementation of AVID schoolwide, including continued staff development through AVID Path training, BOOST training, AVID Summer Institute, and college tours and visits to local universities for students in grades 4-6. d. Implementation of new NGSS curriculum to support Next-Generation Science Standards e. Coordinate staff development and in-class support for AVID, UoS implementation, technology, technology coordinators, and district personnel.	X All Students	1.1a Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $7182.00 1.1 i Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $9540.00 1.1 f Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $5000. 1.1d Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1800.00 Laminate for Materials

f. Provide Staff Development opportunities for teachers to further their learning in the areas of Mathematics, ELA, Reading Intervention, SLA, and Dual Language Immersion. Opportunities may be in person or virtually. g. Provide release time for primary teachers to assess student progress in early literacy using progress monitoring, benchmark assessments, and SIPPS. h. Full-Time Elementary Media Center Clerk i. Classroom supplies budget of $250/teacher j. Provide resources or consultants for the implementation of intensive interventions for students, writing, or inclusion. k. Provide headphones for students to complete the NWEA reading and math assessments.		5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2500.00 Mileage 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $200 Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $4000. 1.1j Consultant 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 $3000.00 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $10,000.00 1.1a. Substitutes for teaching planning 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $4000. Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $20,000.00

Action 1.2

1.2 Intervention

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source

a. Provide additional time in the instructional day to allow for Language Arts and Dual Immersion strategic intervention/foundational skills aligned CCSS. b. Provide GATE students with extended opportunities for differentiated instruction. *Extended Day Learning Opportunities (Grades 2 – 6) with a focus for each trimester. Teachers will need materials for the instruction of GATE students. $200 for the school year. c. Continue K-3 support for Early Literacy/Primary Intervention – supplies and materials to support primary intervention program (guided reading materials and instructional materials) d. Continue 2 FTE intervention support for early literacy and dual language. e. Partnerships with local universities to support student teachers at Sunnyslope g. AVID Responsibility Room will be phased-in to support AVID Strong strategies to support the needs of students reading below grade, support reading comprehension, and increase academic vocabulary. h. Incorporate inclusive practices for all students. I. Create an English Language Learner Task Force to address the needs of English language learners	X All Students	1.2 a Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $9000. 1.2 b Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $4861 1.2 d Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $153530 1.2 d Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $159158 Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2500 Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1350 Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $250 1.1 c Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $7500.00 Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1200

Action 1.3

1.3 EL Support

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Bilingual Language Tutors (4 @ 3 hrs, and 1 @ 6 hrs.) will support ELD instruction, in addition to 30 minutes of daily designated ELD (Grades 1-6) and 20 minutes of daily designated ELD (Kindergarten). b. Purchase Additional support materials for ELD d. Provide release time and supports to analyze ELPAC data, collaborate to determine potential student needs and goals, and collect additional data to monitor progress. Provide time for Bilingual Language Tutors to support students with practice for ELPAC testing. e. The curriculum of Extended Day (ELO) will address the ELD needs of English learners. f. Release time & teacher hourly pay to support Dual-Immersion parent meetings once each trimester. g. Provide release time to the members of the English Learner Task Force to plan professional development or gather resources for English language learner instruction and to provide time for collaboration with DI Teachers. h. Purchase additional library books to replace older books and an additional book cart for library/Makerspace use. i. Purchase additional Makerspace supplies to enrich students through STEM activities. j. Purchase library makerspace furniture to engage students while in the library.	X Other student group(s) English learners	1.3 a Salary, Bilingual Language Tutors 3 hrs (3), 6 hrs (1) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $48124 1.3 a Salary, Bilingual Language Tutor 3 hrs (1). 6 hrs (1) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $7354 1.3 a Salary, Bilingual Language Tutors 3 hrs (3), 6 hrs (1) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $63473 Hourly, Instructional Aide 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1123 1.3 b ELD Supplemental Materials 4000-4999: Books And Supplies Title III LEP -- 4203 $300 1.3 b Spanish Library Books 4000-4999: Books And Supplies Title III LEP -- 4203 $1097.00 Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $3000. Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000

		1.3 h Library Books in English and Spanish 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5000 Substitute, Instructional Aide 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 1.3 i Makerspace Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3000

Action 1.4

1.4 Resources

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Purchase additional materials to support AVID implementation, UoS, ELD, NGSS, technology, & Extended Learning including print material, web-based supplemental materials, and manipulatives b. Supplemental ELA/ELD, Mathematics & NGSS materials c. Digital Resources including school wide licenses for MobyMax, ESGI, and Wowerz, and Rosetta Stone d. Technology and software support for classroom integration. f. Development of Makers Space activities and spaces to support inquiry and STEAM. g. Digital Citizenship schoolwide plan to build students' digital literacy and citizenship.	X All Students	1.4 a Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $11298.00 Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $6489 1.4 c Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $20,000

Action 1.5

1.5 Transition Plan to Kindergarten

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
a. The school will communicate to parents the board policies and other requirements of Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents. b. Pre-school age will be invited to visit the TK/Kinder classrooms, the office, and the cafeteria to become familiar with the rest of the campus following all health recommendations. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students. Registration information for preschool will be made available in the front office.	X Other student group(s) Preschool/Head Start	

Action 1.6

1.6 Communication Enhancement Program

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
a. The Communication Enhancement Program (CEP) at (name of site) is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.	X All Students	

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Due to the rise in chronic absenteeism, additional funding will be used to provide attendance incentives next year since as a District we did not provide awards for attendance this year. One class at every grade level will be recognized monthly for the highest attendance rate. In addition, students who are present every day each month will receive a small incentive. To add to the feeling of school safety, one Activity Supervisor's hour will increase to support student supervision. Activity Supervisors will receive training on PBIS/SEL strategies to support student conduct.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School attendance rate	Average Daily Attendance by grade level: TK: 85.98% K: 87.80 First: 90.89 Second: 92.97 Third: 90.87 Fourth: 91.40 Fifth: 92.31 Sixth: 94.02 Saturday School Attendance September 2022 – 26 October 2022- 48 October 2022- 35 November 2022 - 48 December 2022 – 60 January 2023 – 63 February 2023 - 44 March 2023 - 74 April 1, 2023 - 116	Attendance is expected to increase as we continued the school year. Attendance improved slightly by the end of the school year. Attendance and tardies will continue to be tracked. Our goal is to increase by 5%. Weekly message broadcasts are made to parents of the classes with the highest attendance rates as well as upcoming events for the week. We have also had attendance incentives throughout the school year in an effort to improve attendance.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 Chronic Absenteeism rate	2022-2023 Chronic Absentee Data Dashboard Results: Overall Performance Band: Very High (37.7%) English Learners: Very High (37.7%) Socioeconomically Disadvantaged: Very High (40%) Students with Disabilities: Very High (41.9%)	Our school average was still below the District, County and State. We plan to decrease chronic absenteeism by 3%.
P6 Pupil Suspension rate	2022-2023 Suspension Rate: 5 students were suspended	We plan to improve the suspension rate from this year since we did have 7 suspensions this year.
P6 Surveys of pupils, parents, teachers on sense of safety - LCAP Survey	LCAP Survey: Student: "How often do you worry about violence at your school?" 49% responded favorably (almost never or once in a while) Parent: How big of a problem is the following issue for becoming involved with your child's current school? 100% responded favorably (not a problem at all or a small problem) Staff sense of safety and school climate: How positive are the attitudes of your colleagues? 44% responded positively or quite positively	Increase student sense of safety by 5%. Increase parent satisfaction, sense of safety, and perception of a welcoming environment by 5%. Increase staff sense of safety and school climate by 5%.
P6 School Environment, School Connectedness, and Academic Motivation -LCAP Survey	How often do your teachers seem excited to be teaching your classes? 68% responded frequently or almost always	Increase the previously noted indicators by 5% for students to receive extra support.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6 Survey of parents on Diversity.-LCAP Survey	For this school or district to be successful over the next three years, how important is it to focus on...diversity and inclusion of all students? 86% responded quite important or extremely important	Increase the previously noted indicators by 5% for parents to feel we are improving on diversity and inclusion.

Planned Strategies/Activities

Action 2.1

2.1 Orderly and Safe Environment

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. PBIS/BSEL Resource materials to support PBIS/BSEL implementation on campus – instructional materials (staff, parents, student). Routine and strategic teaching of social skills through PBIS with the support of RCOE Coach with PBIS/MTSS. b. Continue with Social Skills Day at the beginning of the year with Student Council and support staff (Classes rotate to each location determined by our PBIS Expectation by location posters to review expectations in that location). c. Funding to support PBIS/BSEL incentive programs and attendance incentives in place – Bucket Filler lunch at Shakey's pizza each month, prizes, medals, SNACK attack, certificates, games, stickers, School Spirit T-shirts, printing costs for tickets and posters (vinyl and poster papers) d. Schedule monthly PBIS/BSEL meetings to refine and improve our PBIS/BSEL program e. Bucket Filler & Praise Note recognition	X All Students	2.1 a. PBIS Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4000 2.1 h. Release time for Behavior Intervention Team (BIT) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1500 2.1 v .Additional time for Activity Supervisors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $3000 2.1 g Health Care Aide Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $24243 2.1 u Activity Supervisor Meetings

f. Saturday school enrichment materials. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program. g. Health Care Aide (HCA) to support health services and parent communications h. Release Time for Behavior Intervention Team (BIT) i. Meet monthly with activity supervisors to discuss current safety concerns, new routines or procedures, and to prepare for upcoming events. j. Continue to improve customer service in the office – update decorations and provide a more welcoming environment overall k. Work with the Safety Coordinator and Administrative Designee to improve and revise the school disaster/safety plan according to district mandates and protocols, and site-specific needs. Release time for the development of the plan. l. Subs and conference fee for safety team members to attend professional development to support the development of our site safety plan. m. Work orders for campus repairs will be made in a timely manner and followed up on their completion n. Purchase materials as needed to support the development of our site safety plan. o. Purchase materials to update the Health Office for the safety of all students. p. Hold routine award assemblies to recognize academic, behavior, and attendance achievement. q. Mandatory use of RAPTOR visitor and volunteer system to provide a more safe campus with the purchase of required supplies r. Purchase lanyards to support wearing school badges to provide a safe and welcoming school environment. s. Purchase items to build and maintain our Sunnyslope Garden with the help of our Sunnyslope Garden Club to support positive behavior.		2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 2.1 c PBIS /BSEL Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $7000. 2.1 n Safety Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5000. 2.1 0 Materials to update the Health Office 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1725 2.1 u Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 2.1 h Substitute Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $4000 2.1 t Teacher Hourly for Garden Club Advisor 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1,525 2.1 q Additional Activity Supervisor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $7000 2.1 w Purchase materials for a "Calm Room" & alternative seating 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4000. Site Team to attend Equity Conference to support MTSS 7000-7439: Other Outgo LCFF Suppl/Conc -- 0707 $3720

t.. Pay teacher hourly for Coordinator of Positive Garden. u. Additional time for Activity Supervisors to cover the campus when extra coverage is needed and for monthly meetings. v. Addition 0.250 Activity Supervisor - for added supervision and maintaining a safe and orderly environment. w. Purchase materials to support a "Calm Room" for students who need to take an SEL break from academics. Alternative seating provides different options for students who need alternative seating. x. Site Team to attend Excellence through Equity Conferences to support Multi-Tiered System of Support y. Support teachers in attending ADTLE two-way bilingual conference.		

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Increase parent communications through Q Communications,Parent Square, social media platforms, and a new marquee are needed to keep parents aware of school events and their child's progress. In order to ensure parents are receiving school communication we will need to monitor Parent Square engagement data reports and respond to correcting parent notification information when it occurs.

Pairing parent workshops and meetings with school functions will be increased to promote higher levels of parent involvement. More staff time dedicated to sharing efforts to engage parents and staff. Welcoming parents on-campus through Booster Club, parent volunteering, parent workshops, and school events will be a key feature to increasing parent involvement.

We will also implement Latino Family Literacy program to engage programs and instill the love of literacy in the home. Family Literacy opportunities will also be incorporated during the school day and after school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement - LCAP Survey	LCAP Winter 2023 Results: For this school or district to be successful over the next three years, how important is it to focus on...community partnerships? 29% Somewhat Important, 57% Quite Important, 29% Extremely Important LCAP Parent/Family Survey, Spring 2022 Results: The answer to this question, "For this school or district to be successful over the next three years, how important is it for us to focus on community	We plan to increase parent engagement and satisfaction by 3% .

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	partnerships?"67% responded "Extremely Important" or "Quite Important."	
P5 Student Engagement - LCAP Survey	LCAP Winter 2023 Results: For this school or district to be successful over the next three years, how important is it to focus on...student activities and extracurricular activities? 43% Quite Important, 57% Quite Important LCAP Parent/Family Survey, Spring 2022 Results: The answer to this question,"For this school or district to be successful over the next three years, how important is it for us to focus on Student activities and extracurricular activities?" 96% responded "Extremely Important" or "Quite Important."	We plan to increase student engagement indicators by 3%.
P6 Surveys of pupils, parents, teachers on sense of school connectedness - LCAP Survey	LCAP Winter 2023 Results To what extent are teachers trusted to teach in the way they think is best? 67% Trusted quite a bit, 22% Trusted a tremendous amount LCAP Teacher Survey, Spring 2022 Results: On most days, how enthusiastic are the students about being at school? 61% responded "Quite Enthusiastic"or "Extremely Important."	We plan to increase student enthusiasm of being at school by 3%.
P6 Student Engagement- LCAP Survey	LCAP Winter 2023 Results On most days, how enthusiastic are the students about being in school? 67% Quite Enthusiastic, 22% Somewhat Enthusiastic LCAP Student Survey, Spring 2022 Results:The answer to the question,"Overall, how much do you feel like you belong at your school?" 68 %	We plan to increase student engagement indicators by 3%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	responded "Belong quite a bit"or "Completely belonging."	
P6 Student Engagement- LCAP Survey	LCAP Winter 2023 Results Overall, how much do you feel you belong at the school? 66% responded Completely belong and Belong Quite a bit LCAP Student Survey, Spring 2022 Results: "Overall, how much do you feel like you belong at your school?"68 % responded "Belong quite a bit" or "Completely belong."	We plan to increase student engagement indicators by 3%.

Planned Strategies/Activities

Action 3.1

3.1 Parent, Student, and Community Engagement

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Use of the RAPTOR system and Volunteer Appreciation Ceremony to show appreciation to parents. b. Monthly office meetings to discuss customer service ideas, welcoming environment, and parent involvement events (planning childcare, refreshments, etc) c. Parent training and student outreach based on site-based parent and student needs (i.e. school programs, PBIS/BSEL, CCSS) d. Shared Leadership for all parents (i.e., ELAC, SSC, GAC, Booster Club). Provide refreshments & babysitting for parent meetings.	X All Students	3.1 a Parent Meeting Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500 3.1 c Teacher Hourly for Meetings 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $5000. 3.1 n One book per family 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707

e. Selection, Purchase, and order parent/family support materials f. Parent Access to technology and resources in the library before school, during lunchtime & afternoon hours. g. Use Social Media to build school culture and community buy-in. h. Use of Q Communication, Parent Square, and ClassDojo to increase effective and frequent communication with parents on student progress. i. Translation of parent meetings and print materials will be made available when needed/requested. j. Partnership for a Behavioral Health Clinician to support student mental health services k. Partnership with Borrego Health and other services to provide support to students and families l. Students clubs will be supported to increase student engagement at school (i.e. Student Council). M. Provide support for reopening of school with additional help in the front office to support families in their native language. n. Provide a book for each family to participate in One School One Book Activity. o. To encourage Parent and Student Engagement with the use of a sound system to use for assemblies with parents P.To provide support for families for Back to School Night and other Family events. Q. To provide support for office staff to collaborate and cross-train to learn responsibilities of each job in the office		$5000 3.1 m EMCC Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $75372 3.1 d Classified Hourly - Babysitting-translating 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $1723.00 3.1 e Parent Support Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5000 3.1 e Parent Support Materials 4000-4999: Books And Supplies Title III LEP -- 4203 $300.00 3.1 c School Event Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4000 Consultants for Parents/Students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1000 3.1 c Materials for Parents to support students 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $1940. Sound System for Assemblies/speakers 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $7000 3.1. p & q Classified hourly - translating,Orientation, program design assistance 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $3000

Action 3.2
3.2 Dual Immersion

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Dual-Immersion meetings and workshops each trimester c. School Spirit Days (Wednesday-100 Mile Club, Thursday-College shirts, Friday-Sunnyslope shirts). Separate Student Council-sponsored events/spirit days. d. Increased emphasis on parent volunteers in the classroom to promote family involvement e. Continued development of students through Student Council, Peer Mediators, and Sixth Grade Ambassadors. f. Active Think Together program that will support student activities and student academics during the school day. h. Active staff and parent participation at SST, BIT, IEP & Conferences i. Active Sunnyslope Booster Club to support student activities and engagement	X Other student group(s) Dual Enrolled students	3.2 a Teacher hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $5000 3.2 h Classified, Hourly Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1600

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide assessments ELA Data Dashboard	We plan to improve on ELA CAASPP +3% for all subgroups. We plan to improve on ELA CAASPP by + 3% for all subgroups 2021-22 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted. New baseline will be set.	2021-2022 CAASPP Data: Status Level All students: Low (57.5 Below the Standard) Equity Report Indicated: Students with Disabilities: Very Low (-109.4 Below the Standard) English Learners: Very Low (-77.8 Below the Standard) Socioeconomically Disadvantaged: Low (-61 Below the Standard) Hispanic: Low (-59.3 Below the Standard)
P4: Statewide assessments Math Data Dashboard	We plan to improve on Math CAASPP +3% for all subgroups. 2021-22 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted. New baseline will be set.	2021-2022 CAASPP Data: Status Level All students: Low (75 points below the Standard) Equity Report Indicated: Students with Disabilities: Very Low (131.6 Below the Standard) English Learners: Low (84.1 Below the Standard) Hispanic: Low (76.5 Below the Standard) Socioeconomically Disadvantaged: Low (80.4 Below the Standard)
P4: Statewide assessments ELPAC	English Learner Actual Progress: 21.39% Level 1 (Minimally Developed) 46.08% Level 2 (Somewhat Developed) 28.31% Level 3 (Moderately Developed) 4.22% Level 4 (Well Developed)	2021-2022 English Learner Progress: 20.59% Level 1 (Minimally Developed) 35.88% Level 2 (Somewhat Developed) 35.88% Level 3 (Moderately Developed)

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Fluent English-Proficient Students-125(14.6%)We plan on improving English Proficiency as measured on the ELPAC by 3% for each level of students.	7.65% Level 4 (Well Developed) English Learner Progress Indicator: 50.8% Medium Status Level Fluent English Proficient Students: 120 (14.1%)
P8: Other student outcomes	Reclassified students: 11(3.1%) in 2021-2022. We plan to increase the number of reclassified students by 50%.	2022-2023 Reclassified Students: R30 Language Census Report 10 (3%)
P8: Other student outcomes - SBAC Reading Claim #1	We did administer the NWEA assessment for Reading. Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met: 33% Nearly Met: 35% Met: 25 Exceeded: 7% School Results: Fall 2021-22 NWEA ELA Data: K 53% students scored average to high average 1st 35% students scored average to high average 2nd 18% students scored average to high average 3rd 35% students scored average to high average 4th 34% students scored average to high average 5th 24% students scored average to high average 6th 50% students scored average to high average The students in grades Kindergarten and Sixth grades have at least half of their students at the Average or above range. The students in second-grade fall below. Spring 2021-22 NWEA ELA Data: K 20% students scored average to high average-Down 33% 1st 24% students scored average to high average-Down by 11% 2nd 12% students scored average to high average-Down by 6%	2022-2023 ELA NWEA Assessment Results: First Grade Fall 2022-2023 144.4 Winter 2022-2023 152.9 Second Grade Fall 2022-2023 161.7 Winter 2022-2023 171.6 Third Grade Fall 2022-2023 172.1 Winter 2022-2023 178.4 Fourth Grade Fall 2022-2023 183.8 Winter 2022-2023: 189.5 Fifth Grade Fall 2022-2023 194.4 Winter 2022-2023 197.2 Sixth Grade Fall 2022-2023 199.7 Winter 2022-2023 204.7 2022-2023 Spanish Language Arts First Grade Fall 2022-2023 139.2 Winter 2022-2023 145.7

Metric/Indicator	Expected Outcomes	Actual Outcomes
	3rd 30% students scored average to high average-Down by 5% 4th 30% students scored average to high average-Down by 4% 5th 25% students scored average to high average-Up 1% 6th 53% students scored average to high average-Up 3% The majority of our grade levels had a decrease in average to high average percentages except for 5th and sixth grades which had an increase. We plan to increase the number of students near or above the standard by 3% on the SBAC Reading Claim #1. 2021-22 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted. New baseline will be set. 2021-22 CAASPP was not administered due to Covid 19. A new baseline is expected for 2021-22.	Second Grade Fall 2022-2023 151.9 Winter 2022-2023 161.9 Third Grade Fall 2022-2023 173.6 Winter 2022-2023 180.00 Fourth Grade Fall 2022-2023 179.4 Winter 2022-2023 185.8 Fifth Grade Fall 2022-2023 184.4 Winter 2022-2023 189.0 Sixth Grade Fall 2022-2023 194.6 Winter 2022-2026 205.0
P8: 6th Grade MDTP	6th grade students were given the MDTP(Mathematics Diagnostic Testing Project) which is an assessment developed to provide teachers with diagnostic information about student preparedness in a broad range of mathematics courses. This was in lieu of the CAASPP Math. Due to CAASPP flexibility, a local assessment was used. The MDTP results as level equipments are as follows: Not Met: 36% Nearly Met:22% Met: 18% Exceeded: 24% We plan to increase the percentage of students who have Met the standard by +3%.	We did not administer the MDTP for 6th-grade students.
P8: 6th Grade Reading Inventory Lexile Level	6th Grade Reading Inventory Advanced: 7% Proficient: 25% Basic: 36% Below Basic: 32%	We did not administer a separate Language Arts assessment for 6th grade.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	We would like to increase the percentage of proficient and advanced students by 10%.	
P8: iStation	We would like to increase the percentage of students at high-average by +3%.	Did not administer istation this school year.
P8: NWEA	We would like to increase the percentage of students at the high-average level by +3%.	See below for NWEA data.
P8: Aprenda	We hope to show good progress on Aprenda.	Aprenda was not administered
P8: NWEA	We would like to increase the percentage of students at the in the CSI assessment.	Students took NWEA in English and Spanish this school year. See data below.
P8: NWEA	We did not use iStation this year but instead administered the NWEA assessments: Results for Math NWEA: Fall 2021-22 NWEA Math Data: K 47% students scored average to high average 1st 28% students scored average to high average 2nd 22% students scored average to high average 3rd 20% students scored average to high average 4th 10% students scored average to high average 5th 12% students scored average to high average 6th 31% students scored average to high average The students in All grade levels are below the Average in Mathematics standards as assessed on the NWEA assessment. Spring 2021-22 NWEA Math Data: K 35% students scored average to high average- Down by 10% 1st 19% students scored average to high average- Down by 9% 2nd 20% students scored average to high average- Down by 1% 3rd 19% students scored average to high average- Down by 1% 4th 9% students scored average to high average- Down by 1% 5th 16% students scored average to high average- Up by 4% 6th 35% students scored average to high average- Up by 14%	2022-2023 NWEA Math Assessment Results: First Grade Fall 2022-2023 147.7 Winter 2022-2023 157.3 Second Grade Fall 2022-2023 164.0 Winter 2022-2023 173.5 Third Grade Fall 2022-2023 171.6 Winter 2022-2023 176.5 Fourth Grade Fall 2022-2023 185.8 Winter 2022-2023 190.1 Fifth Grade Fall 2022-2023 191.9 Winter 2022-2023 196.8 Sixth Grade Fall 2022-2023 199.9 Winter 2022-2023 207.7 2022-2023 Spanish Math NWEA Assessment Results First Grade Fall 2022-2023 143.3

Metric/Indicator	Expected Outcomes	Actual Outcomes
	The majority of our grade levels had a decrease in average to high average percentages except for 5th and sixth grades which had an increase. We would like to increase the percentage of students in average to high average by +3%.	Winter 2022-2023 155.4 Second Grade Fall 2022-2023 159.2 Winter 2022-2023 171.4 Third Grade Fall 2022-2023 176.3 Winter 2022-2023 184.6 Fourth Grade Fall 2022-2023 187.1 Winter 2022-2023 195.6 Fifth Grade Fall 2022-2023 191.6 Winter 2022-2023 192.9 Sixth Grade Fall 2022-2023 201.6 Winter 2022-2023 213.6

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 CCSS Implementation a. Collaborative PD time for staff on UoS implementation and effective strategies for mathematics, ELA/ELD, and technology including data analysis – 1 release 1/2 days/year from site budget. Provide materials for collaboration. b. Fully implement Transitional Kindergarten (TK) curriculum aligned to California Standards-based on the district-developed bridge between preschool foundational learning skills to Kindergarten California Standards,	1.1 CCSS Implementation a. Collaborative PD time for staff to implement effective strategies and analyze student data was provided. b. Fully implemented Transitional Kindergarten curriculum (TK) in EO but no curriculum in DI c. Supported and continued AVID schoolwide implementation, including continued staff development through AVID Summer Institute and college	1.1aSubstitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $3000 1.1 i Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $6540 1.1 f Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707	1.1aSubstitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $6000.00 1.1 i Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $15,298.00 1.1 f Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
provide assessments and data collection for TK students through baseline, benchmark, portfolios, and data collection. c. Implementation of AVID schoolwide, including continued staff development through AVID Path training, BOOST training, AVID Summer Institute, and college tours and visits to local universities for students in grades 4-6. d. Implementation of new of NGSS curriculum to support Next-Generation Science Standards e. Coordinate staff development and in-class support for AVID, UoS implementation, technology, technology coordinators, and district personnel. f. Provide Staff Development opportunities for teachers to further their learning in the areas of Mathematics, ELA, Reading Intervention, SLA, and Dual Language Immersion. Opportunities may be in person or virtually. g. Provide release time for primary teachers to assess student progress in early literacy using progress monitoring, benchmark assessments, and SIPPS. h. Full-Time Elementary Media Center Clerk	tours for students in grade 6. Due to transportation, 4th and 5th grade were unable to attend a college. d. Supported implementation of TWIG science through district-sponsored trainings and release time. e. Coordinated and provided staff development for AVID f. Provided staff development through staff meetings both virtually and in person. g. Did not provide release time for primary teachers to assess student progress in early literacy h. Continued with full-time Elementary Media Center Clerk. i. Classroom supplies for teacher was $200/teacher j. Continued collaborating for implementation of intensive interventions for students. k. Purchased headphones and earbuds for NWEA, ELPAC, and CAASPP assessment.	$10,440 1.1d Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1222 Laminate for Materials 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500 Mileage 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $200 Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $3511 1.1j Consultant 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 $583 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $6713 1.1a. Substitutes for teaching planning 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $3389 Materials and Supplies headphones	$0 1.1d Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $25000 Laminate for Materials 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500 Mileage 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $0 Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $3000 1.1j Consultant 5800: Professional/Consulting Services And Operating Expenditures LCFF Sec Int -- 0046 $0 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4000 1.1a. Substitutes for teaching planning 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $3000 Materials and Supplies headphones

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
i. Classroom supplies budget of $200/teacher j. Provide resources or consultants for the implementation of intensive interventions for students. k. Provide headphones for students to complete the NWEA reading and math assessments.		4000-4999: Books And Supplies Title I Basic -- 3010 $3111	4000-4999: Books And Supplies Title I Basic -- 3010 $3000
1.2 Intervention a. Provide additional time in the instructional day to allow for Language Arts and Dual Immersion strategic intervention/foundational skills aligned CCSS. b. Provide GATE students with extended opportunities for differentiated instruction. *Extended Day Learning Opportunities (Grades 1 – 6) with a focus for each trimester c. Continue K-3 support for Early Literacy/Primary Intervention – supplies and materials to support primary intervention program (guided reading materials and instructional materials) d. Continue 2 FTE intervention support for early literacy and dual language. e. Partnerships with local Universities to support student teachers at Sunnyslope	1.2 Intervention a. Did not provide additional time during the instructional day for ELA and DI strategic intervention of foundational skills. b. Provided GATE students in grades 2-6 extended learning opportunities c. Continued with K-3 support for early literacy/primary intervention (supplies and materials to support primary intervention) d. We had 2 FTE intervention support teachers for early literacy and dual language. e. Continued with partnerships with local universities to support student teachers f.g. Unable to support AVID responsibility room due to lack of supervisors.	1.2 a Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $8167 1.2 b Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $4861 1.2 d Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $141,029 1.2 d Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $70,280 1.2 d Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $70,280 Copier Maintenance Agreements	1.2 a Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $8000 1.2 b Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $4000 1.2 d Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $160,128 1.2 d Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $83,010 1.2 d Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $83,010 Copier Maintenance Agreements

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
g. AVID Responsibility Room will be phased-in to support AVID Strong strategies to support the needs of students reading below grade, support reading comprehension, and increase academic vocabulary. h. Incorporate inclusive practices for all students. i. Create an English Language Learner Task Force to address the needs of English language learners	h. Continued with inclusive practices for students. i. Did not create an English Language Learner Task Force to address needs of English language learners.	5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2500 Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1350 Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $250 1.1 c Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $6308 Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1200	5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2500 Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1000 Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $250 1.1 c Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5000 Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000
1.3 EL Support a. Bilingual Language Tutors (4 @ 3 hrs, and 1 @ 6 hrs.) will support ELD instruction, in addition to 30 minutes of daily designated ELD (Grades 1-6) and 20 minutes of daily designated ELD (Kindergarten). b. Purchase Additional support materials for ELD d. Provide release time and supports to analyze ELPAC data, collaborate to determine potential student needs and	1.3 EL Support a. Continued with BLT's although filling positions has been a challenge. b. Did not purchase additional materials for ELD c.d. Did not provide release time specifically for ELPAC data analysis but did provide release time for data analysis. e. ELO focus was academic including the needs of English learners.	1.3 a Salary, Bilingual Language Tutors 3 hrs (2), 6 hrs (1) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $27,444 1.3 a Salary, Bilingual Language Tutor 3 hrs (1) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $5,240 Substitute, Instructional Aide	1.3 a Salary, Bilingual Language Tutors 3 hrs (3), 6 hrs (1) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $27,975 1.3 a Salary, Bilingual Language Tutor 3 hrs (2) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $10,462 Substitute, Instructional Aide

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
goals, and collect additional data to monitor progress. Provide time for Bilingual Language Tutors to support students with practice for ELPAC testing. e. The curriculum of Extended Day (ELO) will address the ELD needs of English learners. f. Release time & teacher hourly pay to support Dual-Immersion parent meetings once each trimester. g. Provide release time to the members of the English Learner Task Force to plan professional development or gather resources for English language learner instruction and to provide time for collaboration with DI Teachers. h. Purchase additional library books to replace older books and an additional book cart for library/Makerspace use. i. Purchase additional Makerspace supplies to enrich students through STEM activities.	f. Did not provide release time for parent meetings g. Did not provide release time for English Learner Task Force h. Purchased additional library books to replace older books i. Purchased additional Makerspace supplies to enrich students through STEM activities.	2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 1.3 a Salary, Bilingual Language Tutors 3 hrs (2), 6 hrs (1) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $70,120 Hourly, Instructional Aide 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1123 1.3 b ELD Supplemental Materials 4000-4999: Books And Supplies Title III LEP -- 4203 $1321 1.3 b Spanish Library Books 4000-4999: Books And Supplies Title III LEP -- 4203 $2000 Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $2000 Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 1.3 h Library Books in English and Spanish 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5000	2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 1.3 a Salary, Bilingual Language Tutors 3 hrs (3), 6 hrs (1) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $85,696 Hourly, Instructional Aide 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 1.3 b ELD Supplemental Materials 4000-4999: Books And Supplies Title III LEP -- 4203 $0 1.3 b Spanish Library Books 4000-4999: Books And Supplies Title III LEP -- 4203 $2000 Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $2000 Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 1.3 h Library Books in English and Spanish 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		1.3 a Salary, Bilingual Language Tutor 3 hrs (1) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $25000	1.3 a Salary, Bilingual Language Tutor 3 hrs (1) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $0
		1.3 i Makerspace Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3000	1.3 i Makerspace Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2000
1.4 Resources a. Purchase additional materials to support AVID implementation, UoS, ELD, NGSS, technology, & Extended Learning including print material, web-based supplemental materials, and manipulatives b. Supplemental ELA/ELD, Mathematics & NGSS materials c. Digital Resources including school wide licenses for MobyMax, ESGI, and Wowerz. d. Technology and software support for classroom integration. e. Development of Makers Space activities and spaces to support inquiry and STEM. f. Digital Citizenship schoolwide plan to build students digital literacy and citizenship.	1.4 Resources a. Did not purchase additional materials to support AVID implementation b. We did not purchase additional supplemental material c. Digital resources included school wide licenses for MobyMax, ESGI, and Wowers d. Supported technology and software support e. Provided support for MakerSpace activities to support inquiry and STEM f. Digital Citizenship schoolwide built student's digital literacy and citizenship	1.4 a Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3000	1.4 a Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4000.00
		Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $6489	Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $7670
		1.4 c Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $16880	1.4 c Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $10,000.
1.5 Transition Plan to Kindergarten	1.5 Transition Plan to Kindergarten		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a. The school will communicate to parents the board policies and other requirements of Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents. b. Pre-school age will be invited to visit the TK/Kinder classrooms, the office, and the cafeteria to become familiar with the rest of the campus following all health recommendations. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students. Registration information for preschool will be made available in the front office.	a. School communicated to parents board policies and other requirements of Transitional Kindergarten. b. Prek age children are made familiar with Kinder classrooms. Parent engagement activities also took place.		
1.6 Communication Enhancement Program a. The Communication Enhancement Program (CEP) at Sunnyslope is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.	1.6 Communication Enhancement Program a. Continued with CEP as a general ed function.		

Analysis

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

A focus on student data will continue to guide instruction. Personalizing instruction will guide our next steps by knowing where are students are. We have continued with a focus on social-emotional well-being by conducting morning meetings and having a Behavior Health Associate assigned to our site. This school year teachers were able to participate in additional professional development such as TWIG, Ellevation, GLAD training, LTRS, and Grassroots training. Our Dual Immersion teachers were able to participate in professional development focused on writing. AVID implementation continued through the use of an agenda or calendar for organization, note-taking, and home-to-school communication.

Best first instruction and learning in our classrooms have been the focus as we continued this school year. Guided Reading has also continued to be a focus as we work to meet students at their instructional level. Small group instruction with an intervention teacher and Bilingual Language Tutors has provided a reading focus at student's instructional level. Intervention teachers push in during the school day. This was also the first year we added a math intervention teacher.

A continued focus on English Learners will guide our next steps. Culturally responsive teaching and a focus on student data will also continue. Guided Reading and small group support help all students including students with an IEP and English learners.

As we plan ahead, we will look at areas of strength and areas of needed growth to plan our academic professional development plan for next school year. We will also use the data shared through the Principal Transition Workshop surveys to guide our next steps. A collaborative and shared decision-making model will be implemented as we plan our next steps.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As we plan ahead, we are analyzing student data holistically and analytically. NWEA and CAASPP results show continuous improvement in English Language Arts and Math. They also show our areas of strength and areas of improvement. Professional Development for the following school year will target and focus on the areas where we need to improve.

CAASPP ELA Data	21-22
Standard Exceeded	8.33%
Standard Met	17.76 %
Standard Nearly Met	25.44 %
Standard Not Met	48.46 %

Reading	Writing	Listening	Research/Inquiry	
Above Standard	8.11 %	6.80	6.80	8.77
At or near standard	54.61	51.32	70.39	60.96
Below Standard	37.28	41.89	22.81	30.26

CAASPP Math Data	21-22
Standard Exceeded	6.36
Standard Met	13.82
Standard Nearly Met	25.88
Standard Not Met	53.95

Concepts and Procedures	Problem Solving	Communicating Reasoning
Above Standard	8.55	4.82	5.48

At or Near Standard	34.43	43.86	53.29
Below Standard	57.02	51.32	41.23

The overall effectiveness of activities, programs, and strategies continue to be aligned to ensure students succeed. Ensuring that reading components are addressed and taught via a small group will continue to be a focus. Providing scaffolded writing instruction will also guide our students.

Goal setting will also continue. As we receive ELPAC, NWEA, and CAASPP scores, we will continue to adjust our goals.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

One time ESSER funds will be used. The collaborative process with educational partners is on-going but some of the key changes include adding books and materials to our library. We are also incorporating flexible seating in 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.

In order to accelerate student learning and continue with closing the gap created by distance learning, we will focus on personalizing instruction. The need for professional development in the area of cooperative learning groups is needed as students work to collaborate together. Considering a trainer-of-trainer model for Kagan cooperative learning structures will benefit students and staff. Release time to engage and dialogue NWEA data is also needed.

AVID implementation and refinement will continue as we receive funds. If PATH trainings are available, we will also continue to promote so that additional teachers are able to attend. Collaboration with site coach will also continue.

Intervention teachers will work with students at all grade levels. We do need to change our current intervention schedule based on student needs for the following school year. Data triangulation will occur as we monitor student progress and document progress through the SST process. Bilingual Language Tutors will also support this initiative as groups of students are smaller when the intervention teacher, Bilingual Language Tutor, and general education teacher all push in.

Inclusion practices will continue at Sunnyslope. Inclusive practices are effective as this student group has shown great gains. As we analyze our student groups, Additional Targeted Support and Improvement (ATSI) revealed that students with disabilities and our white subgroup needed additional targeted support based on performance outcomes.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School attendance rate	Here are our Average Daily Attendance by grade level: TK: 85.92% Kindergarten: 89.12 First: 90.5% Second: 91.1% Third: 91.55 Fourth: 92.36% Fifth: 93.49% Sixth: 93.21% We plan to increase our school attendance by 3%.	Average Daily Attendance by grade level: TK: 85.98% K: 87.80 First: 90.89 Second: 92.97 Third: 90.87 Fourth: 91.40 Fifth: 92.31 Sixth: 94.02 Saturday School Attendance September 2022 – 26 October 2022- 48 October 2022- 35 November 2022 - 48 December 2022 – 60 January 2023 – 63 February 2023 - 44 March 2023 - 74 April 1, 2023 - 116
P5 Chronic Absenteeism rate	During the 2020-21 school year we had an average of 13.7% of our students who were chronically absent. Here is the breakdown by sub groups: English Learners: 13.4% Students with Disabilities: 12% Socioeconomically Disadvantaged: 15.3% Our school average was still below the District, County and State.	2022-2023 Chronic Absentee Data Dashboard Results: Overall Performance Band: Very High (37.7%) English Learners: Very High (37.7%) Socioeconomically Disadvantaged: Very High (40%) Students with Disabilities: Very High (41.9%)

Metric/Indicator	Expected Outcomes	Actual Outcomes
	We plan to decrease chronic absenteeism by 3%.	
P6 Pupil Suspension rate	2022-2023 Suspension Rate: 5 students were suspended	2022-2023 Suspension Rate: 5 students were suspended
P6 Surveys of pupils, parents, teachers on sense of safety - LCAP Survey	Increase student sense of safety by 5%. Increase parent satisfaction, sense of safety, and perception of a welcoming environment by 5%. Increase staff sense of safety and school climate by 5%.	LCAP Survey: Student: "How often do you worry about violence at your school?" 49% responded favorably (almost never or once in a while) Parent: How big of a problem is the following issue for becoming involved with your child's current school? 100% responded favorably (not a problem at all or a small problem) Staff sense of safety and school climate: How positive are the attitudes of your colleagues? 44% responded positively or quite positively
P6 School Environment, School Connectedness, and Academic Motivation -LCAP Survey	Increase the previously noted indicators by 5% for students to receive extra support.	How often do your teachers seem excited to be teaching your classes? 68% responded frequently or almost always
P6 Survey of parents on Diversity.-LCAP Survey	Increase the previously noted indicators by 5% for parents to feel we are improving on diversity and inclusion.	For this school or district to be successful over the next three years, how important is it to focus on...diversity and inclusion of all students? 86% responded quite important or extremely important

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Orderly and Safe Environment a. PBIS/BSEL Resource materials to support PBIS/BSEL implementation on campus – instructional materials (staff,	2.1 Orderly and Safe Environment a. Began collaboration and professional development with RCOE	2.1 a. PBIS Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4000	2.1 a. PBIS Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5000.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
parents, student). Routine and strategic teaching of social skills through PBIS with the support of RCOE Coach with PBIS/MTSS. b. Continue with Social Skills Day at the beginning of the year with Student Council and support staff (Classes rotate to each location determined by our PBIS Expectation by location posters to review expectations in that location). c. Funding to support PBIS/BSEL incentive programs and attendance incentives in place – Bucket Filler lunch at Shakey's pizza each month, prizes, medals, SNACK attack, certificates, games, stickers, School Spirit T-shirts, printing costs for tickets and posters (vinyl and poster papers) d. Schedule monthly PBIS/BSEL meetings to refine and improve our PBIS/BSEL program e. Bucket Filler & Praise Note recognition f. Saturday school enrichment materials. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program. g. Health Care Aide (HCA) to support health services and parent communications	b. Social Skills did not take place this school year c. Incentives for students continued and have been positive and engaging for students d. We did not schedule monthly PBIS/BSEL meetings but we plan to refine and improve our program next school year e. Student recognition has been through Dino Deeds, Shakey's, etc f. Saturday School attendance has increased. District has supported Saturday School materials. g. Health Care Aide is essential as we ensure student safety h. Release time for Behavior Intervention Program did not occur this school year since team met before school i. Monthly meetings continued with activity supervisors j. We were unable to purchase office decorations to provide a welcoming environment k. Safety coordinator worked on improving and revising school disaster/safety plan. l. Continued with subs and conference fees for safety team	2.1 h. Release time for Behavior Intervention Team (BIT) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1500 2.1 v .Additional time for Activity Supervisors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $3000 2.1 g Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $17,583 2.1 u Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 2.1 c PBIS /BSEL Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $8500 2.1 n Safety Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3000 2.1 0 Materials to update the Health Office 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1725 2.1 u Activity Supervisor Meetings	2.1 h. Release time for Behavior Intervention Team (BIT) and PBIS Team 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $3000. 2.1 v .Additional time for Activity Supervisors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $5000.00 2.1 g Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $19,365 2.1 u Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $2000 2.1 c PBIS /BSEL Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $10,000.00 2.1 n Safety Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4000.00 2.1 0 Materials to update the Health Office 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1500 2.1 u Activity Supervisor Meetings

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
h. Release Time for Behavior Intervention Team (BIT) i. Meet monthly with activity supervisors to discuss current safety concerns, new routines or procedures, and to prepare for upcoming events. j. Continue to improve customer service in the office – update decorations and provide a more welcoming environment overall k. Work with the Safety Coordinator and Administrative Designee to improve and revise the school disaster/safety plan according to district mandates and protocols, and site-specific needs. Release time for the development of the plan. l. Subs and conference fee for safety team members to attend professional development to support the development of our site safety plan. m. Work orders for campus repairs will be made in a timely manner and followed up on their completion n. Purchase materials as needed to support the development of our site safety plan. o. Purchase materials to update the Health Office for the safety of all students.	members to attend professional development to support site plan. m. Work orders were turned in but we are still waiting for projectors to be installed n. Did not purchase all of materials needed to support development of site safety plan o. Purchased materials to support and update the Health Office for the safety of students. p. Continued with routine award assemblies to recognize academic, behavior, and attendance achievement. q. Continued with use of RAPTOR for visitors r. Purchased lanyards to support wearing school badges to provide a safe and welcoming environment. s. Purchased items to build our Sunnyslope Garden t. Did not pay teacher hourly for Coordinator of Positive Garden u. We have paid activity supervisors to cover the campus when extra coverage has been needed and for monthly meetings. v. Used additional .250 for activity supervisors	2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 2.1 h Substitute Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2000 2.1 t Teacher Hourly for Garden Club Advisor 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1,525 2.1 q Additional Activity Supervisor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $7000 2.1 w Purchase materials for a "Calm Room" & alternative seating 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2000 Site Team to attend Equity Conference to support MTSS 7000-7439: Other Outgo LCFF Suppl/Conc -- 0707 $3720	2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 2.1 h Substitute Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2000 2.1 t Teacher Hourly for Garden Club Advisor 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 2.1 q Additional Activity Supervisor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $7,000 2.1 w Purchase materials for a "Calm Room" & alternative seating 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4000.00 Site Team to attend Equity Conference and ADTLE to support MTSS 7000-7439: Other Outgo LCFF Suppl/Conc -- 0707 $7000.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
p. Hold routine award assemblies to recognize academic, behavior, and attendance achievement. q. Mandatory use of RAPTOR visitor and volunteer system to provide a more safe campus with the purchase of required supplies r. Purchase lanyards to support wearing school badges to provide a safe and welcoming school environment. s. Purchase items to build and maintain our Sunnyslope Garden with the help of our Sunnyslope Garden Club to support positive behavior. t.. Pay teacher hourly for Coordinator of Positive Garden. u. Additional time for Activity Supervisors to cover the campus when extra coverage is needed and for monthly meetings. v. Addition 0.250 Activity Supervisor - for added supervision and maintaining a safe and orderly environment. w. Purchase materials to support a "Calm Room" for students who need to take a SEL break from academics. Alternative seating to provide different options for students who need alternative seating.	w. We did not purchase materials to support a "Calm Room" for students due to limited space. x. Team attended Excellence through Equity Conference to support Multi-Tiered System of Support		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
x. Site Team to attend Excellence through Equity Conferences to support Multi-Tiered System of Support			

Analysis

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

We have continued to support and promote attendance and student engagement. After our 2nd-trimester report cards, we took note of students with excessive absences. We have also shared attendance data with our leadership team to make all educational partners aware of our attendance. Positive relationships continue to be a part of our school culture.

Weekly messages are made to parents with the announcements for the upcoming week through Parent Square. Teachers use Parent Square and Class Dojo to communicate as well. Awards assemblies have continued this school year. We have revised the criteria so that students are recognized for academic excellence every quarter. Flyers and invitations are posted through PeachJar, Parent Square, or Class Dojo. When attendance is not improving, meetings are held with parents. SART contracts and SARB meetings have been held.

Social-emotional learning was implemented and continues to be a part of the daily schedule. Our student council has also had school-wide activities as we promote a positive culture. Students and staff were encouraged to participate in school spirit days planned and promoted by our student council.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Attendance rates have increased slightly as the school year has progressed. This includes our Saturday School numbers to help with absenteeism. Although we are not at the numbers prior to the pandemic, our numbers have increased slightly. We continue to hold SART and SARB meetings. We also make phone calls, establish positive relationships, create a welcoming environment for students, and motivate students through various incentives. We have incorporated Learning Without Limits to our attendance message for parents as well.

Average Daily Attendance by grade level:
TK: 85.98%
K: 87.80
First: 90.89
Second: 92.97
Third: 90.87
Fourth: 91.40
Fifth: 92.31
Sixth: 94.02

Saturday School Attendance
September 2022 – 26
October 2022- 48
October 2022- 35

November 2022 - 48
December 2022 – 60
January 2023 – 63
February 2023 - 44
March 2023 - 74
April 1, 2023 - 116

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We will continue with attendance incentives for students. Activity supervisors and health care aides continue to support students.

Differences in proposed materials and estimated expenditures will be different this school year as we continue to spend ESSER funds. The collaborative process with educational partners is on-going.

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.

An increase in expenditures related to an intern will be needed. Students social-emotional well being will need to be addressed and monitored to make an impact on student achievement. Student social-emotional well-being will be key in addressing learning needs. Prior data indicated that when there is an intern/counselor assigned to the site, suspensions decrease. Due to a full day TK and Kinder next school year, we will need additional staffing to help with Kinder supervision during recess and lunch.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement - LCAP Survey	We plan to increase parent engagement and satisfaction by 3% .	LCAP Winter 2023 Results: For this school or district to be successful over the next three years, how important is it to focus on...community partnerships? 29% Somewhat Important, 57% Quite Important, 29% Extremely Important
P5 Student Engagement - LCAP Survey	We plan to increase student engagement indicators by 3%.	LCAP Winter 2023 Results: For this school or district to be successful over the next three years, how important is it to focus on...student activities and extracurricular activities? 43% Quite Important, 57% Quite Important
P6 Surveys of pupils, parents, teachers on sense of school connectedness - LCAP Survey	We plan to increase student enthusiasm of being at school by 3%.	LCAP Winter 2023 Results To what extent are teachers trusted to teach in the way they think is best? 67% Trusted quite a bit, 22% Trusted a tremendous amount
P6 Student Engagement- LCAP Survey	We plan to increase student engagement indicators by 3%.	LCAP Winter 2023 Results On most days, how enthusiastic are the students about being in school? 67% Quite Enthusiastic, 22% Somewhat Enthusiastic
P6 Student Engagement- LCAP Survey	We plan to increase student engagement indicators by 3%.	LCAP Winter 2023 Results Overall, how much do you feel you belong at the school?

Metric/Indicator	Expected Outcomes	Actual Outcomes
		39% Completely belong, 27% Belong Quite a bit, 17% belong somewhat

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Parent, Student, and Community Engagement a. Use of the RAPTOR system and Volunteer Appreciation Ceremony to show appreciation to parents. b. Monthly office meetings to discuss customer service ideas, welcoming environment, and parent involvement events (planning childcare, refreshments, etc) c. Parent training and student outreach based on site-based parent and student needs (i.e. school programs, PBIS/BSEL, CCSS) d. Shared Leadership for all parents (i.e., ELAC, SSC, GAC, Booster Club). Provide refreshments & babysitting for parent meetings. e. Selection, Purchase, and order parent/family support materials f. Parent Access to technology and resources in the library before school, during lunchtime & afternoon hours. g. Use Social Media to build school culture and community buy-in.	3.1 Parent, Student, and Community Engagement a. Continued with use of RAPTOR system b. Continued with 1:1 meetings to discuss customer service c. Continued with parent training and student outreach based on site-based needs d. Continued with shared leadership for all parents. Provided refreshments at meetings. e. Purchased parent class books and materials f. Parent access to technology continues in the library before school, during lunch, and after school. g. We need to increase the use of social media to communicate with families h. Parent Square is used weekly to communcate with families. Teachers use Class Dojo and Parent Square.	3.1 a Parent Meeting Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500 3.1 c Teacher Hourly for Meetings 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $4000 $ 3.1 n One book per family 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5000 3.1 m Salary, Clerk, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $67,460 3.1 d Classified Hourly - Babysitting-translating 2000-2999: Classified Personnel Salaries	3.1 a Parent Meeting Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500 3.1 c Teacher Hourly for Meetings 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $5000 Create a welcoming office environment with PBIS, inclusion, and dual immersion 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4000.00 3.1 n One book per family 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4000 3.1 m Salary, Clerk, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $77,373 3.1 d Classified Hourly - Babysitting-translating 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
h. Use of Q Communication, Parent Square, and ClassDojo to increase effective and frequent communication with parents on student progress. i. Translation of parent meetings and print materials will be made available when needed/requested. j. Partnership for a Behavioral Health Clinician to support student mental health services k. Partnership with Borrego Health and other services to provide support to students and families l. Students clubs will be supported to increase student engagement at school (i.e. Student Council). M. Provide support for reopening of school with additional help in the front office to support families in their native language. n. Provide a book for each family to participate in One School One Book Activity. o. To encourage Parent and Student Engagement with the use of a sound system (add speakers) to use for assemblies with parents P. To provide support for families for Back to School Night and other Family events.	i. Translation is made available at all parent meetings. j. Partnership with Neighborhood Dental continues k. There isn't a partnership with Borrego but we continue to promote district health clinics l. Student Council has continued to increase student engagement m. We have provided assistance and support in the front office to support families n. Families enjoyed One School One Book Activity o. The sound system has helped with assemblies p. Provided support for families for Back to School Night and other family events q. Provided support for office staff to collaborate and cross-train to learn responsibilities of each job in the office	Title I Parent Involvement -- 3010 1902 $1500 3.1 e Parent Support Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3000 3.1 e Parent Support Materials 4000-4999: Books And Supplies Title III LEP -- 4203 $530 3.1 c School Event Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1000 Consultants for Parents/Students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1000 3.1 c Materials for Parents to support students 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $1324 Sound System for Assemblies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $6000 3.1. p & q Classified hourly - translating,Orientation 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000	Title I Parent Involvement -- 3010 1902 $1500 3.1 e Parent Support Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $9000.00 3.1 e Parent Support Materials 4000-4999: Books And Supplies Title III LEP -- 4203 $500 3.1 c School Event Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5000.00 Consultants for Parents/Students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $3000.00 3.1 c Materials for Parents to support students 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $1500 Sound System for Assemblies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5000 3.1. p & q Classified hourly - translating,Orientation 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Q. To provide support for office staff to collaborate and cross-train to learn the responsibilities of each job in the office R. Through ELAC, parents have requested ELO and opportunities for parents to stay involved. (ie family nights, STEAM Family Night, Math and Literacy Night) S. Family Literacy Engagement T. Update office with PBIS, Dual Immersion by making office welcoming			
3.2 Dual Immersion a. Dual-Immersion meetings and workshops each trimester b. School Spirit Days (,Wednesday-100 Mile Club,Thursday-College shirts, Friday-Sunnyslope shirts). Separate Student Council sponsored events/spirit days. c. Increased emphasis on parent volunteers in the classroom to promote family involvement d. Continued development of students through Student Council, Peer Mediators, and Sixth Grade Ambassadors. e. Active Think Together program that will support student activities and	3.2 Dual Immersion a. Held Dual-Immersion meetings and/or workshops each trimester b. School Spirit days continued on Wednesday, Thursday, and Friday c. Increased parent volunteers in different school activities d. Continued development of students through Student Council and Sixth Grade Ambassadors e. Think Together has supported student activities and student academics during the school day f. Active staff and parent participation at SST, BIT, IEP, and conferences	3.2 a Teacher hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $4000 $ 3.2 h Classified, Hourly Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1600	3.2 a Teacher hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $7000. Teacher for Parent Class Title I Basic -- 3010 $4000.00 3.2 h Classified, Hourly Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1600

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
student academics during the school day. f.. Active staff and parent participation at SST, BIT, IEP & Conferences g. Active Sunnyslope Booster Club to support student activities and engagement	g. Booster Club has been active and has supported student activities		

Analysis

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

Parent involvement and outreach continues to be a key factor in student success. Communication takes place in English and Spanish and translation services are offered during parent/teacher meetings. Our office staff is also bilingual and are able to support parents and students. We communicate through Parent Square, social media, flyers, PeachJar, Remind, and Class Dojo.

Student engagement has continued through awards assemblies. Student Council also continued with promoting school events and engaging students. Extended Learning Opportunities have been offered this school year and our students benefit from the additional learning time. We have also differentiated our ELO program to include GATE students. In addition, we have successfully had events such as Family Math and Literacy Nights and STEAM nights. Our band programs have also been highly successful as these programs have high participation. Our 100 Mile Club has also been a positive program to help our students in reaching personal, healthy goals.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Attendance rates have improved slightly as the school year has progressed. Although we are not where we were prior to the pandemic, our numbers have increased slightly. We have continued with weekly message broadcasts, phone calls, parent meetings and continued communication on the importance of attendance. We will also continue to incorporate Learning Without Limits to our attendance practices as we continue to partner with families on the importance of attendance.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

As we plan for parent engagement, expenditures will occur as a result. We will be planning literacy days during the school day for TK and Kindergarten. As we look to implement a full day in TK and Kindergarten, we will incorporate parent opportunities. We will also look into temporary assistance as we implement a full-day TK and Kinder schedule. Additional engaging activities this school year have been incorporating Fun Fridays and our 100 Mile Club.

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.

An increase in expenditures related to an intern will be needed. Students social-emotional well-being will need to be prioritized and monitored to make an impact on student achievement. Student social-emotional well being will be key as we address learning needs.

Funds to support Family Literacy will be needed to make systemic changes. Books and student literature related to culturally responsive teaching will create an environment where families establish a reading routine and enjoy learning activities that promote vocabulary development.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	257149
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	763,977.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	244185	0.00
Title I Parent Involvement -- 3010 1902	3663	0.00
Title III LEP -- 4203	9301	0.00
LCFF Suppl/Conc -- 0707	248055	0.00
LCFF District -- 500 0707	258773	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	258,773.00
LCFF Suppl/Conc -- 0707	248,055.00
Title I Basic -- 3010	244,185.00
Title I Parent Involvement -- 3010 1902	3,663.00
Title III LEP -- 4203	9,301.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	354,756.00
2000-2999: Classified Personnel Salaries	244,462.00
4000-4999: Books And Supplies	115,000.00
5000-5999: Services And Other Operating Expenditures	43,039.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00
7000-7439: Other Outgo	3,720.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	159,158.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	99,615.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	34,886.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	72,047.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	91,363.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	43,039.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	3,000.00
7000-7439: Other Outgo	LCFF Suppl/Conc -- 0707	3,720.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	160,712.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	63,473.00
4000-4999: Books And Supplies	Title I Basic -- 3010	20,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,723.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,940.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	7,604.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,697.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Ilsa Crocker	Principal
Zoe Garcia	Classroom Teacher
Jacklyn Johnson	Classroom Teacher
Esmeralda Koslik	Classroom Teacher
Yesenia Bravo-Carmona	Other School Staff
Lilian Vargas	Parent or Community Member
Christine Alcala	Parent or Community Member
Marcela Castillo Gonzalez	Parent or Community Member
Iris Bustamante	Parent or Community Member
Gina Gurrola	Classroom Teacher

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 5/25/2023.

Attested:

	Principal, Ilsa Crocker on 5/25/2023
	SSC Chairperson, Zoe Garcia on 5/25/2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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 Evaluation and Update.
Goals, Strategies, & Proposed 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.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program