

School Year:

2020-21

## 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.

<b>School Name</b>	Sunnyslope Elementary School
<b>Address</b>	7050 38th Street Jurupa Valley
<b>County-District-School (CDS) Code</b>	33 67090 6106843
<b>Principal</b>	Josefina F. Gamez
<b>District Name</b>	Jurupa Unified School District
<b>SPSA Revision Date</b>	May 20, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	May 20, 2020
<b>Local Board Approval Date</b>	June 22, 2020

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, creative, 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 their students. As a result, students "learn without limits."

## School Profile

Describe The students and community and how school serves them.

### The Story

Sunnyslope is one of sixteen K-6 elementary schools in the Jurupa Unified School District. 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 three 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, with 18 Dual Immersion classes and 17 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 & career readiness; data driven decision making; safe, orderly environment; and parent, student & community engagement. Sunnyslope's enrollment is approximately 930 students, including Pre-School through Sixth grade. The school has a culturally and linguistically diverse population with the main ethnic representation being 92.53% Hispanic, 3.27% White, & 1.52% African American. The school population includes 41.1% English Language Learners (ELLs) & 79% percent of the students that are socio-economically disadvantaged.

Dual Immersion is a unique educational program designed to develop bilingualism and biliteracy in English and a 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 shows that when programs are fully implemented according to the program design, 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) Implementation of Impact Teams

- 3) Continuing development of AVID initiatives to support school-wide implementation
- 4) Furthering Balanced 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 to support school culture, safety, and positive learning environment
- 8) Trauma-Informed Training
- 9) Increase implementation of technology and making activities to transform learning experiences for students
- 10) Distance Learning

## 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

Sunnyslope's students with disabilities made the most progress on the CAASPP assessments. In English Language Arts, our students with disabilities increased by 4.1 points. In Math, our students with disabilities increased by 26.8 points. Sunnyslope's suspension and chronic absenteeism rates continue to be in the "green" on California's Accountability System.

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

Sunnyslope's English language learners are not progressing on the CAASPP assessments at the same rate as other significant subgroups. In English Language Arts, our English language learners declined by 6.8 points. In Math, our English language learners maintained 2.5 points. In 2019, 11 of our English language learners reclassified to English proficient.

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

In English Language Arts, all of Sunnyslope's significant subgroups (English language learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities) scored at the "Orange" indicator on the state accountability system. In Math, English language learners and Students with Disabilities scored at the "Orange" indicator on the state accountability system. Hispanic and Socioeconomically Disadvantaged scored at the "Yellow" indicator in Math on the state accountability system. Reclassified English language learners declined in both assessments while English Only students increased in both assessments.

## 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

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 done 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 seeks to address 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 supports 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.

## Stakeholder 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 stakeholders 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.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.12%	0%		1	0
African American	1.09%	0.82%	1.52%	9	7	13
Asian	0.60%	0.82%	0.58%	5	7	5
Filipino	0.36%	0.35%	0.35%	3	3	3
Hispanic/Latino	92.75%	93.31%	92.53%	768	795	793
Pacific Islander	0.36%	0.59%	0.35%	3	5	3
White	3.50%	3.29%	3.27%	29	28	28
Multiple/No Response	0.48%	0.35%	0.58%	4	3	7
<b>Total Enrollment</b>				828	852	857

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	140	144	138
Grade 1	123	128	119
Grade 2	112	122	129
Grade3	111	112	125
Grade 4	117	119	110
Grade 5	115	114	123
Grade 6	110	113	113
<b>Total Enrollment</b>	828	852	857

**Conclusions based on this data:**

1. Over the past three years, Sunnyslope's student enrollment has slightly increased even as the district is experiencing declining enrollment.
2. Parents from outside the school's attendance boundaries, enroll their children at Sunnyslope because they want their children to attend the Dual Language Immersion program.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

##### Mathematics



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Green

#### Conditions & Climate

##### Suspension Rate



Green

#### Conclusions based on this data:

1. CAASPP ELA Data  
School: -39.3 points below standard; maintained  
SED: -46.1 points below standard; maintained  
EL: -56.6 points below standard; declined 10.3 points  
SWD: -97.3 points below standard; increased 4.1 points

Our English language learners struggled the most with the CAASPP assessments. Designated and Integrated ELD must happen on a daily basis. ELA and ELD standards must be used to guide instruction.

2.

**CAASPP Math Data**

School: -49.8 points below standard; increased 3.7 points

SED: -54 points below standard; increased 6.5 points

EL: -61 points below standard; declined 4.5 points

SWD: -103.2 points below standard: increased 26.8 points

Sunnyslope's Students with Disabilities made impressive growth (26.8 points). Our teachers have been working on inclusive practices and will continue to do so. Again, we must focus on helping English language learners develop academic vocabulary that will allow them to be successful on state assessments.

3.

**Chronic Absenteeism Data:**

7.6% (Green)

**Suspension Data:**

0.8% (Green)

# 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:

Sunnyslope will be participating in Impact Teams next year. It is expected that teachers who will participate in Impact Teams will receive release time to meet, plan, and analyze data.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide assessments ELA Data Dashboard	CAASPP ELA Data Dashboard Actual Progress, Spring 2019  School: -39.3 points below standard; maintained SED: -46.1 points below standard; maintained EL: -56.6 points below standard; declined 10.3 points SWD:-97.3 points below standard; increased 4.1	We plan to improve on ELA CAASPP +3% for all subgroups.
P4: Statewide assessments Math Data Dashboard	CAASPP Math Data Dashboard Actual Progress, Spring 2019  School: -49.8 points below standard; increased 3.7 points SED: - EL: -61 points below standard; declined 4.5 points SWD:-103.2 points below standard; increased 26.8 points	We plan to improve on Math CAASPP +3% for all subgroups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide assessments ELPAC	<p>English Learner Actual Progress</p> <p>44.7% making progress towards English language proficiency</p> <p>4 Well Developed: 25%</p> <p>3 Moderately Developed: 44.9%</p> <p>2 Somewhat Developed: 21.9%</p> <p>1 Beginning Stage: 8.2%</p>	We plan on improving English Proficiency as measured on the ELPAC by 3% for each level of students.
P8: Other student outcomes	Reclassified students: 11 in 2019-2020	We plan to increase the number of reclassified students by 50%.
P8: Other student outcomes - DIBELS/IDEL	<p>DIBELS</p> <p>Kindergarten</p> <p>FSF - exceeded the target of 30 - scored 31.1</p> <p>PSF - slightly below the target of 20 - scored 19</p> <p>LNF - more than doubled the score from B1 &amp; B2 (from 12 - 31.1)</p> <p>NWF-CLS - exceeded the target of 17 - scored 19.6</p> <p>First Grade</p> <p>NWF-CLS - exceeded the target of 43 - scored 44.1</p> <p>NWF- WWR - met the target of 8 -scored 8</p> <p>DORF - exceeded the target of 23-scored 31.2</p> <p>DORF-A - accuracy percentage exceeded the target of 78% (scored 89.9%)</p> <p>Second Grade</p> <p>DORF - below the target of 72- scored 62.7</p> <p>DORF-A- below the target of 96% (scored 88.4%)</p> <p>Third Grade</p> <p>DORF - below the target of 86- scored 81.7</p> <p>DORF-A - close to the target of 96% (scored 94.9%)</p> <p>DAZE - close to the target of 11 - scored 10.8</p> <p>IDEL</p> <p>Kinder: FPS- Intensive Support- 29.3%, Strategic Support-31%, Core support-39.7%</p>	We plan to increase the number of students at the core support level by 3% and reduce the number of students in the intensive and strategic groups by 3%, for each grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>First: FLO: Intensive Support-9.1%, Strategic Support- 21.2%, Core Support- 69.7%</p> <p>Second: FLO- Intensive Support-31.7%, Strategic Support- 9.5%, Core Support-58.7%</p> <p>Third: FLO-Intensive Support-17.7%, Strategic Support- 16.1%, Core Support-66.1%</p>	
P8: Other student outcomes - SBAC Reading Claim #1	Actual: SBAC Reading Claim #1 We maintained 59% of students near or above the standard on SBAC Reading Claim #1.	We plan to increase the number of students near or above the standard by 3% on the SBAC Reading Claim #1.

## Planned Strategies/Activities

### Action 1.1

#### 1.1 CCSS Implementation

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Collaborative PD time for staff on UoS implementation and effective strategies for mathematics, ELA/ELD, and technology including data analysis – 2 release days/year from site budget and 1 optional release day with an Instructional Coach (District Budget). Teachers will also be released to plan for the possibility of providing distance learning opportunities that are standards-aligned.</p> <p>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 through EADMS and data analysis forms.</p>	<u>X</u> All Students	<p>Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$19960</p> <p>Materials &amp; Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$25287</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707</p>

<p>c. Implementation of AVID schoolwide, including continued staff development through AVID Path training, BOOST training, AVID Summer Institute, &amp; college tours and visits to local universities for students in grades 4-6.</p> <p>d. Continued implementation of NGSS mini-units to support Next-Generation Science Standards</p> <p>e. Coordinate staff development and in-class support for AVID, UoS implementation, technology, Math Review, and the Collaborative Teaching model – colleagues, Balanced Math Coach, technology coordinators, and district personnel.</p> <p>f. Provide conference opportunities for teachers to support CSS implementation, Inclusion, AVID, and distance learning.</p> <p>g. Provide release time/subs for teachers for extensive planning including UoS planning, distance learning, DIBELS Early Literacy Plan development, and analysis and/or calibration for DIBELS and UoS Performance Task assessments.</p> <p>h. Provide release time for primary teachers to assess student progress in early literacy using DIBELS progress monitoring and benchmark assessments</p> <p>i. Full-Time Elementary Media Center Clerk</p> <p>j. Release time for teachers to attend 6th grade Science Camp</p> <p>k. Purchase of additional Math FUN resources to support number sense</p> <p>l. Classroom supplies budget of \$175/teacher</p>		<p>\$5000</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3000</p> <p>Materials &amp; Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$921</p> <p>Laminate for Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3000</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$433</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$28798</p>
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## Action 1.2

### 1.2 Intervention

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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<p>a. Provide additional time in the instructional day to allow for Language Arts strategic intervention/foundational skills aligned CCSS.</p>	<p>X All Students</p>	<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3000</p>
<p>b. Provide GATE students with extended opportunities for differentiated instruction. *Extended Day Learning Opportunities (Grades 1 – 6) with a focus for each trimester</p>		<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$11861</p>
<p>c. Continue K-3 support for Early Literacy/Primary Intervention – supplies and materials to support primary intervention program (guided reading materials and instructional materials)</p>		<p>Salary, CSR Tchr (Intervention) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$108229</p>
<p>d. Continue 2 FTE intervention support Language Intervention, Early Literacy, and Tier 2 Intervention.</p>		<p>Salary, CSR Tchr (.50 Intervention) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67303</p>
<p>e. Provide resources or consultants for the implementation of intensive interventions for students.</p>		<p>Salary, CSR Tchr (.50 Intervention) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$67303</p>
<p>f. Partnerships with local Universities to support student teachers at Sunnyslope</p>		<p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1500</p>
<p>g. AVID Responsibility Room will be phased-in to support AVID Strong strategies. Istation license and implementation to support the needs of students reading below grade, support reading comprehension, and increase academic vocabulary.</p>		<p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000</p>
<p>h. Incorporate inclusive practices.</p>		<p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$250</p>
<p>I. Create an English Language Learner Task Force to address the needs of English language learners</p>		<p>Consultant 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$5000</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>

\$1200

**Action 1.3**

1.3 EL Support

X

Modified Action

**Planned Actions/Services**

- 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
- c. Extra Clerk Hours to support Student Registration
- 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.
- 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.

**Students to be served**

X Other student group(s) English learners

**Budget and Source**

Salary, Instructional Aide (.85 BLT)  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$43746

Salary, Instructional Aides (.15 BLT)  
 2000-2999: Classified Personnel Salaries  
 Title III LEP -- 4203  
 \$7719

Substitute, Instructional Aide  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$1000

Salary, Instructional Aides (One BLT)  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$26360

Hourly, Instructional Aide  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$5123

ELD Supplemental Materials  
 4000-4999: Books And Supplies  
 Title III LEP -- 4203  
 \$1355

Salary, Instructional Aides (Three BLTs)  
 2000-2999: Classified Personnel Salaries  
 Title III District -- 500 4203  
 \$38895

Classified Support  
 2000-2999: Classified Personnel Salaries

	LCFF Suppl/Conc -- 0707 \$95 Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000 Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$350
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## Action 1.4

### 1.4 Resources

	X	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Purchase additional materials to support AVID implementation, UoS, ELD, NGSS, technology, distance learning, Collaborative Teaching 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, NewsELA, and IStation.  d. Technology and software support for classroom integration.  e. Provide materials to support Science Fair participation.  f. Development of Makers Space activities and spaces to support inquiry and STEM.  g. Digital Citizenship schoolwide plan to build students digital literacy and citizenship.	X All Students	Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$15000 Print Shop 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$5000 Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$24500 Technology Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000 Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707

\$1480

Library Books  
4000-4999: Books And Supplies  
Title I Parent Involvement -- 3010 1902  
\$335

**Action 1.5**

1.5 Transition Plan to Kindergarten

	<u>X</u> Unchanged Action	
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**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. 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

	<u>X</u> Unchanged Action	
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**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. 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.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School attendance rate	Actual: School Attendance Actual: 96.94 % Year to Date (19-20) Our attendance rate is maintaining and is consistent through the years.	We plan to increase our school attendance by 2%.
P5 Chronic Absenteeism rate	Actual: Chronic Absenteeism rate: 2018-2019: 7.6% chronically absent; improved 1.4%	We plan to decrease chronic absenteeism by 3%.
P6 Pupil Suspension rate	Actual: Pupil Suspension rate: 2018-2019 0.08% We maintained suspension rate at Green performance indicator on California's Accountability System.	We plan to maintain the pupil suspension rate at the Green performance indicator on California's Accountability System.
P6 Surveys of pupils, parents, teachers on sense of safety - LCAP Survey	2019 LCAP Survey: Parents:	We plan to increase a sense of satisfaction and safety at Sunnyslope's by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>72% of parents are moderately and extremely satisfied with Sunnyslope.  78% of parents feel their children are moderately to extremely safe at Sunnyslope.  80% of parents feel moderately to extremely welcome at Sunnyslope.</p> <p>Staff:  38% of staff feel moderately to extremely safe at Sunnyslope  55% of staff feel somewhat safe at Sunnyslope  70% of staff feel Sunnyslope has a positive school climate.</p>	
<p>P6 Surveys of pupils, parents, teachers on sense of safety - CHKS</p>	<p>No new data available:</p> <p>CHKS (5th grade survey)  2017-2018: 98% percent of 5th grade students surveyed reported feeling safe at least some of the time/all the time. The break down was as follows:  53% of students reported feeling safe all of the time  31% of students reported feeling safe most of the time  14% of students reported feeling safe some of the time  1% of students reported never feeling safe</p>	<p>We plan to increase students' sense of safety at Sunnyslope by 5%.</p>

## Planned Strategies/Activities

### Action 2.1

#### 2.1 Orderly and Safe Environment

	<p>X Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
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<p>a. PBIS/BSEL Resource materials to support PBIS/BSEL implementation on campus – instructional materials (staff, parents, student)</p> <p>b. BucketFiller &amp; Praise Note recognition on DinoTV and class celebrations</p> <p>c. Saturday school enrichment materials</p> <p>d. Routine and strategic teaching of social skills through PBIS.</p> <p>e. Health Care Aide (HCA) to support health services and parent communications</p> <p>f. Work orders for campus repairs will be made in a timely manner and followed up on their completion.</p> <p>g. Schedule monthly PBIS/BSEL meetings to refine and improve our PBIS/BSEL program</p> <p>h. Release Time for Behavior Intervention Team (BIT)</p> <p>i. 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).</p> <p>j. Meet monthly with activity supervisors to discuss current safety concerns, new routines or procedures, and to prepare for upcoming events.</p> <p>k. Continue to improve customer service in the office – update furniture and decorations, add photo albums of school events for parents to look at while waiting for assistance, and provide a more welcoming environment overall</p> <p>l. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program.</p> <p>m. 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)</p> <p>n. Purchase Dynamic Dino award t-shirts to recognize those students receiving recognition at the award ceremony.</p> <p>o. Work with the Safety Coordinator and Administrative Designee to improve and revise the school disaster/safety plan according to district mandates and</p>	<p><u>X</u> All Students</p>	<p>PBIS Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000</p> <p>Saturday School Enrichment Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$1500</p> <p>Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$28244</p> <p>Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1500</p> <p>PBIS Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Safety Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>100 Mile Club Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$143</p>
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protocols, and site-specific needs. Release time for the development of the plan

p. Subs and conference fee for safety team members to attend professional development to support the development of our site safety plan.

q. Purchase materials as needed to support the development of our site safety plan.

r. 100 Mile Club support (student ID cards, t-shirts, incentives, etc)

s. Hold routine award assemblies to recognize academic, behavior, and attendance achievement.

t. Mandatory use of RAPTOR visitor and volunteer system to provide a more safe campus with the purchase of required supplies.

u. Have 75% of parents registered for Remind school notifications to improve safety communication

# 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. Parents will be informed as soon as the system is available for general use. Pairing parent workshops/ 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.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement - LCAP Survey	<p>Actual Parent Engagement:</p> <p>Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 72%</p> <p>Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 86%</p> <p>Informed of school-wide activities: Extremely well informed/Moderately well informed: 30%</p> <p>Informed of classroom activities: Extremely well informed/Moderately well informed: 81%</p> <p>Welcoming environment: Strongly agree/ Moderately agree: 90%</p> <p>Satisfaction with Instruction: Extremely satisfied/Moderately Satisfied: 95%</p>	We plan to increase parent engagement and satisfaction by 3% .

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Opportunities to be involved with school and district decision making: Actual: Yes 83%</p>	
<p>P5 Student Engagement - LCAP Survey</p>	<p>Student Engagement: Actual:  Welcoming environment: 100% Strongly agree/ Moderately agree  Satisfaction with instruction: Extremely satisfied/Moderately satisfied 78%  Positive learning environment: 88% Strongly agree/ Moderately agree</p>	<p>We plan to increase student engagement and satisfaction by 3% on the LCAP survey.</p>
<p>P6 Surveys of pupils, parents, teachers on sense of school connectedness - LCAP Survey</p>	<p>Staff Actual:  Welcoming environment: 96% Strongly agree/ Moderately agree  Collaborative Culture: 75% Strongly Agree/Agree  Opportunities to be involved with School and District Decision Making: 100% state yes</p>	<p>We plan to increase staff collaborative culture by 5% on the LCAP survey.</p>
<p>P6 Surveys of pupils, parents, teachers on sense of school connectedness - CHKS</p>	<p>No new data available:  99% of students will report they feel connected to the school. 98% of our students feel happy to be at our school most of the time/all the time. 98% of our students feel like they are part of this school most of the time/all the time.</p>	<p>We plan to maintain student connectedness to the school.</p>

## 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
<p>a. Use of the RAPTOR system and Volunteer Appreciation Ceremony to show appreciation to parents.</p> <p>b. Monthly office meetings to discuss customer service ideas, welcoming environment, and parent involvement events (planning childcare, refreshments, etc)</p> <p>c. Parent training and student outreach based on site-based parent and student needs (i.e. school programs, PBIS/BSEL, CCSS)</p> <p>d. Shared Leadership for all parents (i.e., ELAC, SSC, GAC, PTA, 6th Grade Booster Club). Provide refreshments &amp; babysitting for parent meetings.</p> <p>e. Selection, Purchase, and order parent support materials</p> <p>f. Parent Access to technology and resources in the library before school, over lunchtime &amp; extended afternoon hours.</p> <p>g. Use Social Media to build school culture and community buy-in</p> <p>h. Use of Q Communication and ClassDojo to increase effective and frequent communication with parents on student progress.</p> <p>i. Translation of parent meetings and print materials will be made available when needed/requested.</p> <p>j. Partnership for a part-time licensed social worker to support student mental health services</p> <p>k. Partnership with Borrego Health and other services to provide support to students and families</p> <p>l. Students clubs will be supported to increase student engagement at school (i.e. Student Council).</p>	<p><u>X</u> All Students</p>	<p>Parent Meeting Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Teacher Hourly for Meetings 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000</p> <p>Mental Health Counselor 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$7000</p> <p>Translator / Clerk Typist (.5 position) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$33475</p> <p>Salary, Clerk, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$67686</p> <p>Classified Hourly - Babysitting 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1493</p> <p>Parent Support Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$3000</p> <p>Parent Support Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$530</p> <p>School Event Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>

		\$1000 Consultants for Parents/Students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3000
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**Action 3.2**

3.2 Dual Immersion

	<input checked="" type="checkbox"/>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Dual-Immersion meetings and workshops each trimester</p> <p>c. School Spirit Days (Monday-College Shirts, Wednesday-100 Mile Club, Friday-Sunnyslope shirts). Separate Student Council sponsored events/spirit days.</p> <p>d. Increased emphasis on parent volunteers in the classroom to promote family involvement</p> <p>e. Continued development of students through Student Council</p> <p>f. Active ThinkTogether program that will support student activities and student academics during the school day.</p> <p>h. Active staff and parent participation at SST, BIT, IEP &amp; Conferences</p> <p>i. Active 6th Grade Booster Club and PTA to support student activities and engagement</p>	<p><input checked="" type="checkbox"/> Other student group(s) Dual Enrolled students</p>	<p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$5000</p> <p>Consultants for Parents/Students 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3500</p> <p>Classified, Hourly Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1600</p>

# Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

## Goal 1

College and Career Readiness

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide assessments ELA Data Dashboard	<p>CAASPP ELA Data Dashboard Actual Progress, Fall 2018</p> <p>School: -39.3 points below standard; maintained            SED: -47.2 points below standard; maintained            EL: -46.3 points below standard; Increased 5.4 points            SWD:-90.8 points below standard; maintained</p>	<p>CAASPP ELA Data Dashboard Actual Progress, Spring 2019</p> <p>School: -39.3 points below standard; maintained            SED: -46.1 points below standard; maintained            EL: -56.6 points below standard; declined 10.3 points            SWD:-97.3 points below standard; increased 4.1</p>
P4: Statewide assessments Math Data Dashboard	<p>CAASPP Math Data Dashboard Actual Progress, Fall 2018</p> <p>School: -53.5 points below standard; declined 6.7 points            SED: -60.6 points below standard; declined 9.3 points            EL: -56.5 points below standard; declined 3 points            SWD:-116.9 points below standard; declined 10.1 points</p>	<p>CAASPP Math Data Dashboard Actual Progress, Spring 2019</p> <p>School: -49.8 points below standard; increased 3.7 points            SED: - 54 points below the standard; increased 6.5 points            EL: -61 points below standard; declined 4.5 points            SWD:-103.2 points below standard; increased 26.8 points</p>
P4: Statewide assessments ELPAC	<p>We plan on improving English Proficiency as measured on the ELPAC by 3% for each level of students.</p>	<p>44.7% making progress towards English language proficiency            4 Well Developed: 25%            3 Moderately Developed: 44.9%            2 Somewhat Developed: 21.9%            1 Beginning Stage: 8.2%</p>
P8: Other student outcomes	<p>We plan to increase the number of reclassified students by 5%.</p>	<p>11 students were reclassified.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P8: Other student outcomes - DIBELS/IDEL	We plan to increase the number of students at the core support level by 3% and reduce the number of students in the intensive and strategic groups by 3%, for each grade level.	<p>Kindergarten</p> <p>FSF - exceeded the target of 30 - scored 31.1            PSF - slightly below the target of 20 - scored 19            LNF - more than doubled the score from B1 &amp; B2 (from 12 - 31.1)            NWF-CLS - exceeded the target of 17 - scored 19.6</p> <p>First Grade</p> <p>NWF-CLS - exceeded the target of 43 - scored 44.1            NWF- WWR - met the target of 8 -scored 8            DORF - exceeded the target of 23-scored 31.2            DORF-A - accuracy percentage exceeded the target of 78% (scored 89.9%)</p> <p>Second Grade</p> <p>DORF - below the target of 72- scored 62.7            DORF-A- below the target of 96% (scored 88.4%)</p> <p>Third Grade</p> <p>DORF - below the target of 86- scored 81.7            DORF-A - close to the target of 96% (scored 94.9%)            DAZE - close to the target of 11 - scored 10.8</p>
P8: Other student outcomes - SBAC Reading Claim #1	We plan to increase the number of students near or above the standard by 3% on the SBAC Reading Claim #1.	We maintained 59% of students near or above the standard on SBAC Reading Claim #1.

## 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 – 2 release days / year from site budget and	1.1 CCSS Implementation a. Teachers are implementing UOS CCSS Curriculum units based on the district set timeline. Teachers meet as grade	Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4985	Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4425

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1 optional release day with an Instructional Coach (District Budget)</p> <p>b. Fully implement Transitional Kindergarten (TK) curriculum aligned to California Standards based on 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 through EADMS and data analysis forms.</p> <p>c. Implementation of AVID schoolwide, including continued staff development through AVID PATH trainings, BOOST trainings, AVID Summer Institute, &amp; college tours and visits to local universities for students in grades 4-6.</p> <p>d. Continued implementation of NGSS mini-units to support Next-Generation Science Standards</p> <p>e. Coordinate staff development and in class support for AVID, UoS implementation, technology, Math Review, and the Collaborative Teaching model – colleagues, BM and technology coordinators and district personnel</p> <p>f. Provide conference opportunities for teachers to support CSS implementation, Inclusion, AVID, and Instructional Coaches will provide ongoing support</p>	<p>levels to plan and organize strategies for each unit. Data is used to guide instruction.</p> <p>b. Teachers are fully implementing Transitional Kindergarten curriculum aligned to California Standards.</p> <p>c. Ongoing implementation of AVID school-wide, including staff development through AVID Summer Institute training. The AVID Elementary Coach presented a Three-Goal Boost and Three-Column Note-taking PD sessions. Informed parents about AVID at College and Career Readiness meetings, ELAC, SSC meetings.</p> <p>d. Teachers have attended grade-level NGSS PD and continue to implement NGSS units.</p> <p>e. Teacher planning days are to focus on ELA, Math and NGSS. Teachers attended AVID Summer Institute, Project GLAD, New Teacher Trainings, Dual Immersion Trainings by Language Services. The Balanced Math Coach offered a Math Review PD session. Jose Campos offered Restorative Practices Training. Language Services will present on Culturally Responsive Teaching practices.</p> <p>f. DI teachers were provided PD through the Riverside Dual Immersion Consortium. Two teachers will present at California Association for the Gifted</p>	<p>Materials &amp; Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$10287</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5000</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3000</p> <p>Materials &amp; Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$736</p> <p>Laminate for Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$100</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1776</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$433</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$28798</p>	<p>Materials &amp; Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$6700</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$4300</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2500</p> <p>Materials &amp; Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$75</p> <p>Laminate for Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$93</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$15300</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>g. Provide release time/subs for teachers for extensive planning including UoS planning, DIBELS Early Literacy Plan development, and analysis and/or calibration for DIBELS and UoS Performance Task assessments.</p> <p>h. Provide release time for primary teachers to assess student progress in early literacy using DIBELS progress monitoring and benchmark assessments</p> <p>i. Full Time Elementary Media Center Clerk</p> <p>j. Release time for teachers to attend 6th grade Science Camp</p> <p>k. Purchase of additional Math FUN resources to support number sense</p> <p>l. Classroom supplies budget of \$175/teacher</p>	<p>Conference. In May, ten staff members, including teachers, an Activity Supervisor, and the Principal will attending Capturing Kids' Hearts training. The goal is that they will train the rest of the staff so that Capturing Kids' Hearts can be used school-wide to support students with social-emotional needs. Six teachers attended Google C&amp;Amp during the summer to support one-to-one technology initiative. Second through sixth grade teachers, BLTs, and Instructional Aides have received guided reading training.</p> <p>g. Teachers have had one release day to plan and review assessment data. A second release day will be provided.</p> <p>h. Release time for DIBELS progress monitoring and benchmark assessments has not been provided.</p> <p>i. Full Time Media Center Clerk. Media Center Clerk helps access materials on Chromebooks, provides lessons on proper use of library, virtual library, technical support to parents regarding Chromebooks.</p> <p>j. Teachers were provided release time to attend 6th grade Science Camp.</p> <p>k. Additional Math FUN resources were purchased per teacher request. Staff will be surveyed in Spring to determine needs.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	I. Teachers received \$175 classroom budget.		
<p>1.2 Intervention</p> <p>a. Provide additional time in the instructional day to allow for Language Arts strategic intervention/foundational skills aligned CCSS.</p> <p>b. Provide GATE students with extended opportunities for differentiated instruction. *Extended Day Learning Opportunities (Grades 1 – 6) with a focus for each trimester</p> <p>c. Continue K-3 support for Early Literacy/Primary Intervention – supplies and materials to support primary intervention program (guided reading materials and instructional materials)</p> <p>d. Continue 2 FTE intervention support Language Intervention, Early Literacy, and Tier 2 Intervention.</p> <p>e. Provide resources or consultant for implementation of intensive interventions for students</p> <p>f. Partnerships with local Universities to support student teachers at Sunnyslope</p> <p>g. AVID Responsibility Room will be phased-in to support AVID Strong strategies. Istation licence and</p>	<p>1.2. Intervention</p> <p>a. Intervention teachers, BLTs, instructional aides, RSP teachers, and Kindergarten teachers collaborate and co-teach to provide strategic intervention.</p> <p>b. GATE coordinators and teachers of GATE students provide support for differentiation. GATE assessments are administered to all 2nd grade student in January. Language Services invites parents to GATE meetings as well.</p> <p>c. K-3 Early Literacy/Primary Intervention happens every day. Teachers use district provided materials and Read Live, IStation, and guided reading books.</p> <p>d. 2 FTE intervention staff continue to support classroom teachers with Early Literacy, Tier 2 intervention, and guided reading.</p> <p>e. 2 FTE intervention teachers have attended district PD.</p> <p>f. Sunnyslope had 5 UCR student-teachers during the first half of the year and 6 student-teachers during the second half of the year.</p>	<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3000</p> <p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$8000</p> <p>Salary, CSR Tchr (Intervention) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$108229</p> <p>Salary, CSR Tchr (.50 Intervention) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67303</p> <p>Salary, CSR Tchr (.50 Intervention) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$67303</p> <p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1500</p>	<p>Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000</p> <p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4332</p> <p>Salary, CSR Tchr (Intervention) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$108229</p> <p>Salary, CSR Tchr (.50 Intervention) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67303</p> <p>Salary, CSR Tchr (.50 Intervention) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$67303</p> <p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>implementation to support the needs of students reading below grade and support reading comprehension and increase academic vocabulary.</p>	<p>g. AVID Responsibility Room was not phased-in but space is allocated in the MPR for students that need a designated area where they are able to work on assignments. IStation license has been in place and students use it to support them in reading and academic vocabulary development. Students take a monthly assessment which helps teachers modify student groups and teach to diverse student needs.</p>	<p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$250</p> <p>Consultant 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$2500</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1200</p>	<p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1500</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$0</p> <p>Consultant 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
<p>1.3 EL Support a. Bilingual Language Tutors (5 @ 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 c. Extra Clerk Hours to support Student Registration d. Provide release time and supports to analyze CELDT/ELPAC data, collaborate to determine potential</p>	<p>1.3 EL Support a. Bilingual Language Tutors provide individual or small group instruction to English Learners as assigned by teachers. BLTs attend PD provided by Language Services. They have also received guided reading training. All teachers reflect designated ELD on their daily schedules. b. Sentences strips and chart paper were purchased. Kindergarten and first-grade teachers received magnetic letters to use as needed for literacy development.</p>	<p>Salary, Instructional Aide (.85 BLT) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$43746</p> <p>Salary, Instructional Aides (.15 BLT) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$7719</p> <p>Substitute, Instructional Aide 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p>	<p>Salary, Instructional Aide (.85 BLT) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$43746</p> <p>Salary, Instructional Aides (.15 BLT) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$7719</p> <p>Substitute, Instructional Aide 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$750</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>student needs and goals, and collect additional data to monitor progress.</p> <p>e. The curriculum of Extended Day (ELO) will address the ELD needs of the English Learner.</p> <p>f. Release time &amp; teacher hourly pay to support Dual-Immersion parent meetings once each trimester.</p>	<p>c. Central registration took place and extra clerk hours were not necessary.</p> <p>d. Teachers receive release time each trimester to complete Teacher Evaluation of Language Proficiency.</p> <p>e. ELO was provided for at-promise students during Trimester 2 and has begun for Trimester 3.</p> <p>f. A DI Parent night took place in February. Each grade level team presented workshops to help support parents and students in the DI program.</p> <p>Note: Some planned events did not occur due to COVID-19 school closures.</p>	<p>Salary, Instructional Aides (One BLT) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$26360</p> <p>Hourly, Instructional Aide 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$5123</p> <p>ELD Supplemental Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$1413</p> <p>Salary, Instructional Aides (Three BLTs) 2000-2999: Classified Personnel Salaries Title III District -- 500 4203 \$55205</p> <p>Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$95</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$350</p>	<p>Salary, Instructional Aides (One BLT) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$26360</p> <p>Hourly, Instructional Aide 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$5123</p> <p>ELD Supplemental Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$0</p> <p>Salary, Instructional Aides (Three BLTs) 2000-2999: Classified Personnel Salaries Title III District -- 500 4203 \$55205</p> <p>Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$67</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$610</p> <p>\$</p>
1.4 Resources	1.4 Resources	Materials/Supplies 4000-4999: Books And Supplies	Materials/Supplies 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Purchase additional materials to support AVID implementation, UoS, ELD, NGSS, technology, and Collaborative Teaching including print material, web based supplemental materials and manipulatives</p> <p>b. Supplemental ELA/ELD, Mathematics &amp; NGSS materials</p> <p>c. Digital Resources including school wide licenses for MobyMax, NewsELA, &amp; Mystery Science.</p> <p>d. Technology and software support for classroom integration</p> <p>e. Provide materials to support Science Fair participation</p> <p>f. Development of Makers Space activities and spaces to support inquiry and STEM</p> <p>g. Digital Citizenship schoolwide plan to build students digital literacy and citizenship</p>	<p>a. We are working on the implementation of AVID school wide, including staff development through AVID Coach. Supplies are requested as needed by teachers.</p> <p>b. Supplemental materials for ELA/ELD, mathematics &amp; NGSS materials have been purchased as requested.</p> <p>c. At this time, we have MobyMax, NewsELA, IStation, and Accelerated Reader.</p> <p>d. Every student has access to a Chromebook or iPad. Teachers use Google Office and Google Classroom as technology tools as part of instruction.</p> <p>e. Science Fair materials have been made available upon a request.</p> <p>f. Materials are available in the library.</p> <p>g. Currently working on school wide Digital Citizenship plan.</p> <p>Note: We moved to distance learning as a result of COVID-19 school closures.</p>	<p>Title I Basic -- 3010 \$5000</p> <p>Print Shop 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3500</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4500</p> <p>Technology Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p> <p>Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Library Books 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$335</p>	<p>Title I Basic -- 3010 \$3794</p> <p>Print Shop 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1500</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4500</p> <p>Technology Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$50</p> <p>\$</p> <p>\$</p>
<p>1.5 Transition Plan to Kindergarten</p> <p>a. The school will communicate to parents the board policies and other requirements of Transitional Kindergarten program. Parents will be provided with registration packets,</p>	<p>1.5 Transition Plan to Kindergarten</p> <p>a. Families will be able to register students online from home or by visiting the Parent Center for assistance.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>developmental activity packets for summer prep and transition meetings for parents.</p> <p>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. 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.</p>	<p>b. Back to school opportunity made available to new Kinder students.</p>		
<p>1.6 Communication Enhancement Program</p> <p>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.</p>	<p>1.6 Communication Enhancement Program</p> <p>a. Sunnyslope currently services 3 students for CEP. SLP attends SST meetings to monitor students needing support. This allows for identification of possible candidates.</p>		

## Analysis

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

Sunnyslope has UOS (Units of Study) representatives in UOS ELA, Math, and Science that work to revise and refine UOS units and share out information with staff. Grade level team leaders work with their grade level to implement the use of the California State Standards through the use of UOS and following suggested pacing guides. Grade levels teams meet weekly and work collaboratively to plan instruction, discuss instructional strategies, and analyze student work as well as assessment data. Teachers in grades 2nd through sixth have been trained in guided reading. Some teachers have attended district offered GLAD training, including refresher training. Sunnyslope third grade teachers have begun Impact Team work (Year 1). Through their participation, third grade teachers will be better prepared to address the standards, provide feedback, and explicitly teach and use success criteria.

Teachers use Istation monthly assessments to ensure students receive targeted instruction. Guided reading groups are flexible and students are placed in groups based on multiple measures. Recently, our teachers began to use Accelerated Reader and Star Assessment. Teachers have used the Star Assessment results as another reading measure.

Reading intervention has been fully implemented across all grade levels as evidenced by master schedules submitted, DIBELS/IDEL data (grades TK-3), classroom observations, grade level meeting minutes, and Istation data. Primary intervention continues in grades first through third grade. Kindergarten students are being provided support with an extended school day. In addition, three Extended Learning Opportunities have been offered to our at-risk students.

ELD has been fully implemented in grades TK-6. Classroom schedules reflect designated ELD instruction daily in every classroom. Observations reflect integrated ELD across subject areas.

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

This year, small group instruction continues to happen at all grade levels. Classroom teachers, RSP teachers, intervention teachers, BLTs and instructional aides are providing small group guided reading instruction. In ELA, Socioeconomically Disadvantaged students maintained performance on state assessments. Students with Disabilities increased performance on state assessments.

In Mathematics, Socioeconomically Disadvantaged and Students with Disabilities increased performance on state assessments.

In all, our Students with Disabilities have shown the most growth on state assessments in both ELA and Math.

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

Given that our English learner population declined in ELA and Math state assessments, further resources to support that student population are proposed. This may look like providing professional development opportunities for teachers in the area of English Language Development. Sunnyslope would benefit from having an afternoon BLT. This year, we lost one BLT.

Given the state's changes to the reclassification criteria, we only had 11 students who reclassified.

We would also like to implement some additional activities for our GATE students and enhance their inquiry processes. GATE students would benefit from participation in enrichment activities.

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.

Sunnyslope has begun participation in Impact Teams. Third grade teachers have and will continue to receive release time to meet, plan, and analyze data. Another grade level will begin participation in Impact Teams for the next school year. Inclusion will be implemented next school year as well. Classroom teachers and Education Specialists will also be provided planning and collaboration time.

# Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

## Goal 2

Safe, Orderly and Inviting Learning Environment

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School attendance rate	We plan to increase our school attendance by 2%.	Actual: School Attendance Actual: 96.94 % Year to Date (19-20) Our attendance rate is maintaining and is consistent through the years.
P5 Chronic Absenteeism rate	We plan to decrease chronic absenteeism by 3%.	7.6% chronically absent; improved 1.4%
P6 Pupil Suspension rate	We plan to maintain the pupil suspension rate at the Green performance indicator on California's Accountability System.	We maintained suspension rate at Green performance indicator on California's Accountability System.
P6 Surveys of pupils, parents, teachers on sense of safety - LCAP Survey	2017-2018 Outcome:  LCAP Survey Expected Outcome: How safe do you feel at your school? LCAP Survey, Parents: 87% Extremely Safe to Moderately Safe LCAP Survey, Students: 77.40 % Extremely Safe to Moderately Safe LCAP Survey, Staff: 81.48 % Extremely Safe to Moderately Safe	2019 LCAP Survey:  Parents: 72% of parents are moderately and extremely satisfied with Sunnyslope. 78% of parents feel their children are moderately to extremely safe at Sunnyslope. 80% of parents feel moderately to extremely welcome at Sunnyslope.  Staff: 38% of staff feel moderately to extremely safe at Sunnyslope 55% of staff feel somewhat safe at Sunnyslope 70% of staff feel Sunnyslope has a positive school climate.
P6 Surveys of pupils, parents, teachers on sense of safety - CHKS		No new data available.  CHKS (5th grade survey)

Metric/Indicator	Expected Outcomes	Actual Outcomes
		2017-2018: 98% percent of 5th grade students surveyed reported feeling safe at least some of the time/all the time. The break down was as follows: 53% of students reported feeling safe all of the time 31% of students reported feeling safe most of the time 14% of students reported feeling safe some of the time 1% of students reported never feeling safe

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Orderly and Safe Environment</p> <p>a. PBIS Resource materials to support PBIS implementation on campus – instructional materials (staff, parents, student)</p> <p>b. BucketFiller &amp; Praise Note recognition on DinoTV and class celebrations</p> <p>c. Saturday school enrichment materials</p> <p>d. Routine and strategic teaching of social skills through PBIS.</p> <p>e. Health Care Aide (HCA) to support health services and parent communications</p> <p>f. Work orders for campus repairs will be made in a timely manner and followed up on their completion.</p>	<p>2.1 Orderly and Safe Environment</p> <p>a. Rewards and incentives provided for classrooms. Teachers have a binder with social skills lesson. In October, school-wide social skills day presented by Student Council.</p> <p>b. BucketFiller rewards and Game Day incentives continue to be implemented. Dino TV is not being used.</p> <p>c. Enrichment materials have been provided for Saturday School.</p> <p>d. Teachers focus on weekly PBIS social skill. Student council members provide morning announcements on Mondays and remind students of the weekly PBIS social skill, PBIS expectation, and share a positive quote.</p>	<p>PBIS Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000</p> <p>Saturday School Enrichment Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$1500</p> <p>Health Care Aide (.5 position) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$13858</p> <p>Health Care Aide (.5 position) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$13857</p> <p>Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries</p>	<p>PBIS Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500</p> <p>Saturday School Enrichment Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p> <p>Health Care Aide (1.0 position) 2000-2999: Classified Personnel Salaries Title I District -- 500 3010 \$27714</p> <p>\$</p> <p>Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
g. Schedule monthly PBIS meetings to refine and improve our PBIS program	e. Continue with Health Clerk to provide and ensure healthy environment and increase parent communication about possible medical needs/prevention to improve attendance. Continue to provide adequate supplies for the health office.	LCFF Suppl/Conc -- 0707 \$1500	LCFF Suppl/Conc -- 0707 \$500
h. Release Time for Behavior Intervention Team (BIT)		PBIS Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000	PBIS Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000
i. 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)	f. Custodian reports work that needs to attention and follows-up. Also informs principal.	Safety Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000	Safety Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000
j. Meet monthly with activity supervisors to discuss current safety concerns, new routines or procedures, and to prepare for upcoming events.	g. PBIS monthly meetings in progress. This year, we have added a roving campus supervisor to assist with students that elope or have difficulties staying in class without hurting others.	100 Mile Club Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000	100 Mile Club Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500
k. Continue to improve customer service in the office – update furniture and decorations, add photo albums of school events for parents to look at while waiting for assistance, and provide a more welcoming environment overall	h. Roving sub is available for teachers for BIT and to take students to Shakey's reward.	Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$143	\$
l. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program.	i. Every Monday morning receive an email reminding them of the skill of the week. Teachers have been instructed to teach skills throughout the week.		
m. Funding to support PBIS 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)	j. Activity supervisors have received memos, an Activity Supervisor Handbook, and have met with principal twice.  k. Clerks and secretary are always very welcoming to anyone that walks into the office. The office has a pleasing environment.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>n. Purchase Dynamic Dino award t-shirts to recognize those students receiving recognition at award ceremony.</p> <p>o. 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 development of the plan</p> <p>p. Subs and conference fee for safety team members to attend professional development to support the development of our site safety plan</p> <p>q. Purchase materials as needed to support the development of our site safety plan</p> <p>r. 100 Mile Club support (student ID cards, t-shirts, incentives, etc)</p> <p>s. Routine award assemblies to recognize academic, behavior and attendance achievement</p> <p>t. Mandatory use of RAPTOR visitor and volunteer system to provide a more safe campus with the purchase of required supplies.</p> <p>u. Have 75% of parents registered for Remind school notifications to improve safety communication</p>	<p>l. Saturday school funds support the program and replenish ADA. Materials are purchased to support Saturday School program.</p> <p>m. Funding to support PBIS/BSEL incentive programs is in place. Students are invited to attend Shakey's lunch for demonstrating positive behaviors and earning praise notes. Students are invited to wear school spirit t-shirts on Fridays. We have recently begun to offer attendance incentives.</p> <p>n. Dynamic Dino award t-shirts have not been purchased.</p> <p>o. Safety coordinators have received release time to work on safety plan.</p> <p>p. Safety plan coordinator attends district level meetings.</p> <p>q. Purchased materials as needed to support the development of our site safety plan, update materials for classroom back packs, update school emergency exit plan, ensure that exit map is placed in all classrooms and buildings. Ensure all walkie talkies are working. All grade level classrooms have walkie talkies.</p> <p>r. 100 Mile Club support, student ID cards, t-shirts, incentives are currently being provided. 100 Mile Club Coordinators regularly communicate opportunities to teachers, students and parents</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>through social media. Teachers regularly provide opportunities for students to participate in the 100 Mile Club during PE.</p> <p>s. Awards assemblies are held each trimester to recognize students for academic performance, attendance, AVID Strong, and good citizenship.</p> <p>t. Mandatory use of RAPTOR visitor and volunteer system is being used to ensure that the campus is safe. Continue stressing the importance of safety and always announce all visitors prior to allowing on campus. Ensure, gates are supervised during entrance and dismissal of students.</p> <p>u. Remind app is currently in use for staff. Class Dojo is currently in use to deliver notifications to parents. In addition, Q Communications are sent out with important notifications and reminders.</p>		

## Analysis

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

Sunnyslope teachers have been offered PD in the area of social-emotional learning. At the beginning of the year, Ms. Guerrero, our Speech and Language Therapist provided PD on trauma and its effects on students. Jose Campos also provided PD on Restorative Circles. A small group of teachers will receive further training on Restorative Circles. In May, Eight teachers, one activity supervisor and the principal will attend Capturing Kids' Hearts training. All of these PD opportunities have been provided so that teachers can better address social/emotional needs of students.

PBIS is implemented across the campus at all grade levels. Students who display positive behaviors are also recognized at awards assemblies. BSEL team meets on a monthly basis. BSEL coaches send out emails containing information presented at BSEL meetings.

Sunnyslope is a welcoming campus. Front office staff are polite and respectful to everyone that walks through our door. Teachers and staff seek to keep students safe at all times.

Many strategies/ activities have been fully implemented to support improved attendance which reflects a safe and orderly learning environment. Attendance incentives, Attendance meetings, Saturday School, and awards have been put in place to achieve the goal of a safe and orderly learning environment. Students are recognized at awards assemblies every trimester.

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

Sunnyslope parents and staff seem to feel less safe at school this year than they did last year.

Suspension rates have been low for the last two years. We have been green on the state indicator.

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

For the new school year, Sunnyslope staff is highly interested in having a mental health counselor on site.

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.

After the select group of staff receive Restorative Circles and Capturing Kids' Hearts Training, they will be tasked with training the rest of the staff. Our goal is to align our positive discipline practices and to have common language across the school.

Classes will continue to be recognized for highest monthly attendance. The school will send additional reminders to parents through Q Communications and Class Dojo.

# Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

## Goal 3

Parent, Student and Community Engagement

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P3 Parent Engagement - LCAP Survey</p>	<p>We plan to increase parent engagement and satisfaction by 3% .</p>	<p>Actual Parent Engagement:</p> <p>Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 72%</p> <p>Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 86%</p> <p>Informed of school-wide activities: Extremely well informed/Moderately well informed: 30%</p> <p>Informed of classroom activities: Extremely well informed/Moderately well informed: 81%</p> <p>Welcoming environment: Strongly agree/ Moderately agree: 90%</p> <p>Satisfaction with Instruction: Extremely satisfied/Moderately Satisfied: 95%</p> <p>Opportunities to be involved with school and district decision making: Actual: Yes 83%</p>
<p>P5 Student Engagement - LCAP Survey</p>	<p>We plan to increase student engagement and satisfaction by 3% on the LCAP survey.</p>	<p>Student Engagement: Actual:</p> <p>Welcoming environment: 100% Strongly agree/ Moderately agree</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>Satisfaction with instruction: Extremely satisfied/Moderately satisfied 78%</p> <p>Positive learning environment: 88% Strongly agree/ Moderately agree</p>
<p>P6 Surveys of pupils, parents, teachers on sense of school connectedness - LCAP Survey</p>	<p>We plan to increase staff collaborative culture by 5% on the LCAP survey.</p>	<p>Staff Actual:</p> <p>Welcoming environment: 96% Strongly agree/ Moderately agree</p> <p>Collaborative Culture: 75% Strongly Agree/Agree</p> <p>Opportunities to be involved with School and District Decision Making: 100% state yes</p>
<p>P6 Surveys of pupils, parents, teachers on sense of school connectedness - CHKS</p>	<p>We plan to maintain student connectedness to the school.</p>	<p>No new data.</p> <p>CHKS (5th grade survey) 2017-2018: 98% percent of 5th grade students surveyed reported feeling safe at least some of the time/all the time. The break down was as follows: 53% of students reported feeling safe all of the time 31% of students reported feeling safe most of the time 14% of students reported feeling safe some of the time 1% of students reported never feeling safe</p>

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Parent, Student, and Community Engagement a. Use of the RAPTOR system and Volunteer Appreciation Ceremony to show appreciation to parents.</p>	<p>Parent, Student, and Community Engagement a. Volunteer Appreciation Ceremony planned for May 2020.</p>	<p>Parent Meeting Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Teacher Hourly for Meetings</p>	<p>Parent Meeting Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Teacher Hourly for Meetings</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>b. Monthly office meetings to discuss customer service ideas, welcoming environment, and parent involvement events (planning childcare, refreshments, etc)</p>	<p>b. Monthly office meetings have not occurred but we have met informally as needed.</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p>
<p>c. Parent training and student outreach based on site-based parent and student needs (i.e. school programs, PBIS, CCSS)</p>	<p>c. Back to School Night, Parent Conferences, College and Career Readiness, GATE, SSC, ELAC, PTA, and Dual Immersion Parent meetings have taken place so far this school year to assist parents in understanding standards and student progress. Information on grade level standards, district initiatives, and ELPAC have been shared at ELAC, SSC, and DI parent meetings. In April, Sunnyslope will also be hosting a Literacy Night.</p>	<p>Outreach Worker (.5 position) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$30007</p>	<p>Outreach Worker (.5 position) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$30007</p>
<p>d. Shared Leadership for all parents (i.e., ELAC, SSC, GAC, PTA, 6th Grade Booster Club). Provide refreshments &amp; babysitting for parent meetings.</p>	<p>d. Parents have been invited to participate in school organizations and committees (i.e., ELAC, SSC, PTA, 6th Grade Booster Club, DELAC). Active 6th Grade Booster Club and PTA to support activities and student and parent engagement.</p>	<p>Translator / Clerk Typist (.5 position) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$33475</p>	<p>Translator / Clerk Typist (.5 position) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$33475</p>
<p>e. Selection, Purchase, and order parent support materials</p>	<p>e. Treats are purchased for parent meetings.</p>	<p>Salary, Clerk, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$67686</p>	<p>Salary, Clerk, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$67686</p>
<p>f. Parent Access to technology and resources in the library before school, over lunch time &amp; extended afternoon hours.</p>	<p>f. Parents are allowed on campus to use technology resources.</p>	<p>Classified Hourly - Babysitting 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1493</p>	<p>Classified Hourly - Babysitting 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$250</p>
<p>g. Use Social Media to build school culture and community buy-in</p>	<p>g. Class Dojo, Q Communications, and school website are used to build school culture and community buy-in.</p>	<p>Parent Support Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000</p>	<p>Parent Support Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$250</p>
<p>h. Use of Remind and ClassDojo to increase effective and frequent communication with parents on student progress.</p>	<p>h. Informational flyers and announcements are regularly distributed and advertised on the marquee, Class DOJO, School</p>	<p>Parent Support Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$530</p>	<p>Parent Support Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$0</p>
<p>i. Translation of parent meetings and print materials will be made available when needed/requested.</p>		<p>School Event Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p>	<p>School Event Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$250</p>
<p>j. Outreach Worker will continue to connect families to school and support</p>			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>students through empowering families with resources.</p> <p>k. Partnership for a part-time licensed social worker to support student mental health services</p> <p>l. Partnership with Borrego Health and other services to provide support to students and families</p> <p>m. Students clubs will be supported to increase student engagement at school (i.e. Student Council, Student Technology Team, Student DinoTV Club).</p>	<p>Website and promoted via Q communications to invite and encourage parent participation.</p> <p>i. Translation of parent meetings and print materials are made available when needed/requested.</p> <p>j. We did not have an Outreach Worker on site this year.</p> <p>k. PICO has provided services for students based on referrals.</p> <p>l. Borrego Health provides medical, dental, and other services to provide support to students and families.</p> <p>m. Continued development of students through Student Council, regular student council meetings to promote communication with student and principal. Students participate in band and perform for parents and community. Student Council students make weekly announcements to keep students engaged.</p>	<p>Consultants for Parents/Students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3000</p>	<p>\$</p>
<p>3.2 Dual Immersion</p> <p>a. Dual-Immersion meetings and workshops each trimester</p> <p>b. Enhancement of Outreach Room (Room A) to provide a more welcoming environment</p> <p>c. School Spirit Days (Monday-College Shirts, Wednesday-100 Mile Club, Friday-Sunnyslope shirts)</p>	<p>a. Dual-Immersion meetings and workshops twice a year.</p> <p>b. Outreach room has been enhanced to provide a welcoming environment for parents.</p> <p>c. School Spirit Days continue to happen weekly.</p> <p>d. Teachers invite parents at the beginning of the school year.</p>	<p>Consultants for Parents/Students 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2500</p> <p>Classified, Hourly Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1600</p>	<p>Consultants for Parents/Students 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Classified, Hourly Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$250</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>d. Increased emphasis on parent volunteers in the classroom to promote family involvement</p> <p>e. Continued development of students through Student Council</p> <p>f. Development of Student Technology Team to support technology integration</p> <p>g. Active ThinkTogether program that will support student activities and student academics during the school day.</p> <p>h. Active staff and parent participation at SST, BIT, IEP &amp; Conferences</p> <p>i. Active 6th Grade Booster Club and PTA to support student activities and engagement</p>	<p>e. We currently have an active Student Council.</p> <p>f. Student Technology Team is still in the developmental phase.</p> <p>g. Think Together program supports student activities and academics. In addition, Think Together supports CCSS through university field trips.</p> <p>h. Parents actively participate in SST, BIT, IEP meetings, and parent/teacher conferences.</p> <p>i. Both PTA and 6th Grade Booster Club are actively supporting student activities and engagement.</p>		

## Analysis

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

Parent Outreach has continued to take place through Q Communications, ClassDojo, social media, and marquee. Dual Immersion Parent Nights, movie nights, and committee meetings are published through our communications with enough notice so that a majority of parents can attend. In April, Sunnyslope teachers will also be offering a literacy night which is sponsored through a Readership Grant.

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

Overall, Sunnyslope parents continue to be moderately or extremely satisfied with the school and its environment, and friendliness of front office staff. Parent are also satisfied with instruction. Although the school has sent out communications through different platforms, only 30% of parents feel they are extremely well informed/moderately well informed of school activities.

Sunnyslope student perceptions have remained very similar for the last two years. A majority of the Sunnyslope student population believes the school has a welcoming and positive learning environment.

Sunnyslope staff continue to be satisfied with the school's welcoming environment and with involvement in decision-making opportunities. The staff is less satisfied with the collaborative culture at the school level.

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

Each year, \$175 has been allocated per teacher on the school budget for materials. Nonetheless, teachers are provided with additional materials upon request. All Kindergarten and first grade teachers received a set of magnetic letter to assist them with the word work during the literacy block. Fifth grade DI teachers asked for two novels to be purchased to support literacy and UOS. NGSS materials have also been provided for each grade level for each unit. Our PBIS team received funds for paint to beautify the campus.

The principal has begun to provide parents with a monthly calendar of activities during School Site Council and PTA Meetings. In future meetings, the calendar will also be distributed at ELAC meetings and posted on ClassDojo.

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.

Continual pairing of parent workshops/meetings with school functions will be increased to promote higher levels of parent involvement. The principal will host Coffee with the Principal once a trimester to increase parent engagement.

# 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	341,009.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	696,174.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	246620.00	0.00
Title I Parent Involvement -- 3010 1902	2749.00	0.00
Title II District -- 500 4035	67,303.00	0.00
Title III District -- 500 4203	38895.00	0.00
Title III LEP -- 4203	9854.00	0.00
LCFF Suppl/Conc -- 0707	167520.00	0.00
LCFF District -- 500 0707	163233.00	0.00

# 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
Josefina Gamez	Principal
Adriana Flores	Classroom Teacher
Francisco Chavez	Classroom Teacher
Ana Garcia	Classroom Teacher
Elizabeth Harryman	Other School Staff
Patty Tewell	Parent or Community Member
Martha Zapien	Parent or Community Member
Mariah Perez	Parent or Community Member
Celina Medina	Parent or Community Member
Rita Beltran	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental 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 05/20/2020.

Attested:

	Principal, Josefine F. Gamez on 05/20/2020
	SSC Chairperson, Adriana Flores on 05/20/2020



### **Title I, Part A School-Level Parent and Family Engagement Policy**

This policy describes the means of carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Sunnyslope Elementary has developed a written Title I, Part A parental involvement policy with input from Title I parents. The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of Single Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, Parent Teacher Organization (PTA), and District School Liaison Team (DSLTL) when in program improvement status. The policy is updated periodically to meet the changing needs of parents and the school (ESSA Section 1116(b)[1]. It has distributed the policy to parents of Title I students. The policy will be provided in the informational materials that are distributed to parents at the beginning of the year. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

#### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at *Sunnyslope Elementary* the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116(c)[1].

- *During annual meeting at Back to School night in August.*

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116(c)[2].

- *A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.*

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parental involvement policy (ESSA Section 1116(c)[2].

- *An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.*
- *Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories; if necessary, District School Liaison Team (DSLTL) meetings when in program improvement status.*

#### **LEARNING WITHOUT LIMITS**



## Sunnyslope Elementary

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]).

- *Through parent newsletters, Back-to-School nights, SSC, ELAC, and PTA.*

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116 [c][4][B]).

- *At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for STAR and local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.*

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA 1116 [c][4][C]).

- *Through informal parent requests for meetings, 504 meetings, parent teas, Back-to-School nights, SSC, ELAC, and PTA.*

### **School-Parent Compact**

Sunnyslope Elementary engages Title I, Part A parents in meaningful interactions with the school. The compact supports a partnership among staff, parents, and the community to improve student academic achievement. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

*The school-parent compact is distributed through the First Day Packet or Parent Conferences for every student. A copy of the compact is attached as part of the policy.*

### **LEARNING WITHOUT LIMITS**



### Building Capacity for Involvement

*Sunnyslope Elementary* engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- *At parent-teacher conference, informal parent requests, parent trainings, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention, and how to support parents in monitoring their child's education are provided.*

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- *Training to empower parents to support and assist their children's education. This may include such activities as: College and Career Readiness Parent Meeting, Digital Citizenship Parent meetings, Family Math Training, Family Literacy Night, and Family Science Night.*

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- *A "Parents Make a Difference" newsletter in English and Spanish is provided for all staff and parents on effective parent practices.*
- *At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.*

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children(ESSA Section 1116[e][4]).

- *Coordination of parent involvement activities at the site are done by a parent volunteer, PTA, an employee, a staff committee, the leadership team, and/or the SSC.*
- *Appropriate roles for community organizations will be developed and may include: Adopt-a-school, supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling.*

### LEARNING WITHOUT LIMITS

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## Sunnyslope Elementary

- *Through parent newsletters, kindergarten orientations, and referral to viable parent resources.*

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- *School information, including communication about the Title I, Part A program, will be distributed in all the major languages spoken by the families of the students at the school.*

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116 [e][14]).

- *Parent involvement strategies within the SPSA are integrated based on parent input through survey data.*
- *Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.*

### **Accessibility**

*Sunnyslope Elementary* provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- *All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.*
- *Access to all facilities and parking are provided to parents with disabilities.*

School-Parent Compact is attached.

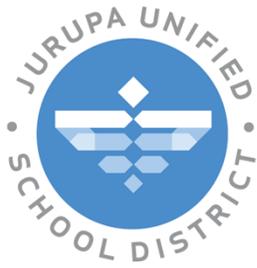
The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the Sunnyslope Elementary School in November and will be in effect for the period of May 2020 to May 2021.

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### **LEARNING WITHOUT LIMITS**



## Sunnyslope Elementary

The school will distribute the policy to all parents of students participating in the Title 1, Part A program on, or before October 31, 2020.

Josefina F. Gamez  
Principal, Sunnyslope Elementary School  
May 20, 2020

**LEARNING WITHOUT LIMITS**

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### **Título I, Parte A Política de participación de padres y familias a nivel escolar**

Esta política describe los medios para llevar a cabo los requisitos designados para la participación de padres y familiares del Título I, Parte A de conformidad con la Sección 1116 (c) de la ESSA.

La Primaria Sunnyslope ha desarrollado una política escrita de participación de los padres del Título I, Parte A con el aporte de los padres del Título I. El sitio escolar involucra anualmente a los padres en el desarrollo conjunto y el acuerdo de la política, que se revisa como parte del Plan Único para el Logro Estudiantil (SPSA) y a través de grupos asesores del sitio, es decir, el Consejo del Sitio Escolar (SSC), el Comité Asesor de Aprendices de Inglés (ELAC), avisos para estudiantes superdotados y talentosos y de educación especial, Organización de padres y maestros (PTA) y equipo de enlace escolar del distrito (DSLIT) cuando se encuentra en estado de mejora del programa. La política se actualiza periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela (Sección 1116 (b) [1] de la ESSA. Se ha distribuido la política a los padres de los estudiantes del Título I. La política se proporcionará en los materiales informativos que se distribuyen a los padres al comienzo del año. La política describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título I [20 USC 6318 Sección 1118 (a) - (f) inclusive].

#### **Participación de los padres en el programa de Título I**

Para involucrar a los padres en el programa Título I en la Primaria Sunnyslope, se han establecido las siguientes prácticas:

La escuela convoca una reunión anual para informar a los padres de los estudiantes del Título I sobre los requisitos del Título I, Parte A y sobre el derecho de los padres a participar en el programa del Título I, Parte A (Sección 1116 (c) de ESSA [1].

- *Durante la reunión anual en la noche de regreso a clases en agosto.*

La escuela ofrece un número flexible de reuniones para los padres del Título I, Parte A, como reuniones en la mañana o en la noche (Sección 1116 (c) [2] de la ESSA).

- *Se llevará a cabo un número flexible de reuniones en diferentes momentos según las necesidades de los padres e incluirá servicios de cuidado infantil y traducción, si es necesario.*

La escuela involucra a los padres de los estudiantes del Título I, Parte A de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas del Título I, Parte A de la escuela y la política de participación de los padres del Título I, Parte A (ESSA Sección 1116 (c) [2].

- *Se realiza una encuesta anual a los padres para evaluar las necesidades, determinar las barreras y evaluar la efectividad de las actividades de participación de los padres.*
- *Incluido como parte de la revisión anual del Plan Único para el Logro Estudiantil (SPSA) a través del Consejo del Sitio Escolar (SSC), el Comité Asesor de Aprendices de Inglés (ELAC), avisos para estudiantes superdotados y talentosos y de educación especial; si es necesario, reuniones del Equipo de Enlace Escolar del Distrito (DSLIT) cuando se encuentra en el estado de mejora del programa.*

#### **LEARNING WITHOUT LIMITS**



## Sunnyslope Elementary

La escuela proporciona a los padres de los estudiantes del Título I, Parte A, información oportuna sobre los programas del Título I, Parte A (ESSA Sección 1116 (c) (4) [A]).

- *A través de boletines informativos para padres, noches de regreso a clases, SSC, ELAC y PTA.*

La escuela proporciona a los padres de los estudiantes del Título I, Parte A, una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que alcancen los estudiantes (Sección 1116 [c] [4] de la ESSA) SI]).

- *En las conferencias de padres y maestros, la información de evaluación sobre el progreso académico de los estudiantes y los estándares de nivel de grado se comparten con los padres. El progreso del estudiante en relación con los estándares estatales y prioritarios y las normas nacionales se explicará a los padres, incluido el plan de estudios que se está utilizando, las expectativas de nivel de grado para el dominio, el informe de datos para las evaluaciones STAR y locales y la intervención disponible en lectura, artes del lenguaje y matemáticas para los estudiantes que necesitan asistencia.*

Si lo solicitan los padres de los estudiantes del Título I, Parte A, la escuela brinda oportunidades para reuniones regulares que les permiten a los padres participar en las decisiones relacionadas con la educación de sus hijos (ESSA 1116 [c] [4] [C]).

- *A través de solicitudes informales de los padres para reuniones, reuniones 504, tés para padres, noches de regreso a la escuela, SSC, ELAC y PTA.*

### **Pacto Escuela-Padres**

La Primaria Sunnyslope involucra a los padres del Título I, Parte A en interacciones significativas con la escuela. El compacto apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. El compacto, que se ha desarrollado conjuntamente con los padres, describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Describe formas específicas en que la escuela y las familias se asociarán para ayudar a los niños a alcanzar los altos estándares académicos del estado. Aborda los siguientes elementos legalmente requeridos, así como otros elementos sugeridos por los padres de los estudiantes del Título I.

La responsabilidad de la escuela de proporcionar currículo e instrucción de alta calidad

Las formas en que los padres serán responsables de apoyar el aprendizaje de sus hijos

La importancia de la comunicación continua entre padres y maestros a través de, como mínimo, conferencias anuales de padres y maestros; informes frecuentes sobre el progreso del estudiante; acceso al personal; oportunidades para que los padres sean voluntarios y participen en la clase de sus hijos; y oportunidades para observar actividades en el aula

### **LEARNING WITHOUT LIMITS**



*El pacto entre la escuela y los padres se distribuye a través del Paquete del primer día o las Conferencias de padres para cada estudiante. Se adjunta una copia del compacto como parte de la política.*

### **Creación de capacidad para la participación**

*La Primaria Sunnyslope involucra a los padres del Título I en interacciones significativas con la escuela. Apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes.*

Para ayudar a alcanzar estos objetivos, la escuela ha establecido las siguientes prácticas. La escuela brinda asistencia a los padres del Título I para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos (ESSA Sección 1116 [e] [1]).

- En la conferencia de padres y maestros, se brindan solicitudes informales de los padres, capacitación de los padres y, a través de la comunicación continua de los maestros, información sobre el dominio de los estándares, datos de evaluación, intervención y cómo apoyar a los padres en el monitoreo de la educación de sus hijos.*

La escuela proporciona a los padres del Título I, Parte A, materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos (Sección 1116 [e] [2] de la ESSA).

- Capacitación para capacitar a los padres para apoyar y ayudar a la educación de sus hijos. Esto puede incluir actividades tales como: Reunión de padres de preparación universitaria y profesional, reuniones de padres de ciudadanía digital, capacitación familiar en matemáticas, noche familiar de alfabetización y noche familiar de ciencias.*

Con la ayuda de los padres del Título I, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales (Sección 1116 [e] [3] de la ESSA).

- Se proporciona un boletín informativo “Parents Make a Difference” en inglés y español para todo el personal y los padres sobre prácticas efectivas para padres.*
- En las reuniones de personal, se revisan los resultados de la encuesta para padres y se discuten e integran las estrategias para la participación y las asociaciones de los padres en SPSA.*

La escuela coordina e integra el programa de participación de padres Título I, Parte A con otros programas, y realiza otras actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos (Sección 1116 de ESSA [e] [4]).

- La coordinación de las actividades de participación de los padres en el sitio es realizada por un padre voluntario, PTA, un empleado, un comité de personal, el equipo de liderazgo y / o el SSC.*



## Sunnyslope Elementary

- *Se desarrollarán los roles apropiados para las organizaciones comunitarias y pueden incluir: Adoptar una escuela, apoyar la excelencia académica a través de asambleas de reconocimiento de premios, proporcionar a la escuela los materiales, equipos, información profesional y modelos de roles necesarios.*
- *A través de boletines informativos para padres, orientaciones para kindergarten y referencias a recursos para padres viables.*

La escuela distribuye información relacionada con los programas de la escuela y los padres, reuniones y otras actividades a los padres del Título I, Parte A en un formato e idioma que los padres entiendan (Sección 1116 [e] [5] de la ESSA).

- *La información escolar, incluida la comunicación sobre el programa Título I, Parte A, se distribuirá en todos los idiomas principales que hablan las familias de los estudiantes en la escuela.*

La escuela brinda apoyo para las actividades de participación de los padres solicitadas por los padres del Título I, Parte A (Sección 1116 [e] [14] de la ESSA).

- *Las estrategias de participación de los padres dentro del SPSA se integran en función de los aportes de los padres a través de los datos de la encuesta.*
- *Los padres pueden enviar comentarios a través del Director y/o el SSC si no están satisfechos con las actividades del plan escolar.*

### Accesibilidad

La Primaria Sunnyslope brinda oportunidades para la participación de todos los padres del Título I, Parte A, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato e idioma que los padres entienden (Sección 1116 [f] de la ESSA).

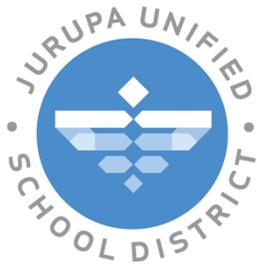
- Todos los padres, incluidos los padres con dominio limitado del inglés, reciben información e informes escolares en un formato e idioma mediante el uso de la traducción de materiales e intérpretes para padres en las reuniones.
- Se proporciona acceso a todas las instalaciones y estacionamiento a los padres con discapacidades.

Se adjunta el Pacto Escuela-Padres.

La escuela ofrece oportunidades para la participación de todos los padres del Título I, Parte A, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato e idioma que los padres entienden (Sección 1116 [f] de la ESSA).

Adjunte el Pacto Escuela-Padres a este documento.

### LEARNING WITHOUT LIMITS



## Sunnyslope Elementary

Esta política fue adoptada por la Escuela Primaria Sunnyslope en mayo y entrará en vigencia durante el período de mayo de 2020 a mayo de 2021.

La escuela distribuirá la política a todos los padres de estudiantes que participan en el programa Título 1, Parte A, el 31 de octubre de 2020 o antes.

Josefina F. Gamez  
Director, Escuela Primaria Sunnyslope  
20 de mayo de 2020

**LEARNING WITHOUT LIMITS**

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**Josefina Gamez, Principal**

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