



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunnyslope Elementary School	33 67090 6106843	May 28, 2024	June 24, 2024

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

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

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

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

This plan is being used by Sunnyslope Elementary School for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in reading scores between English learners and Students with Disabilities.

In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of a tiered intervention system that focuses on personalizing instruction through data analysis. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.

This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At Sunnyslope, our educational partners provide SPSA planning input. We work closely with staff, parents, and community members. In addition, the English Language Advisory Council and School Site Council members are included in the SPSA development. This year, we will also add the Community Schools Advisory Council as an educational partner. We will also include our Attendance Data Team and leadership team. The Leadership Team shares with grade levels during early release to provide in ut. Student voice has been added through student engagement activities, including Student Council, Panorama survey results, and engagement opportunities. Our community is involved through English Learner Advisory Committee (ELAC), Parent and Literacy Nights, Back to School events, Community Schools Needs Assessment, Dojo, and our website.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

We made great progress in Math and English Language Arts overall. The growth can be attributed to continued professional development and the academic focus on Math, Language Arts, and English Learners. Inclusive practices have helped our students as we continue to focus on personalizing instruction. The continued emphasis on small groups and differentiation of instruction will effectively address the California State Standards to continue to guide instruction.

California Dashboard Results indicate that we had two student groups in the "Red" color band in English Language Arts: English Learners and Students with Disabilities. Although our current English Learners gained 10 points and showed growth, they were still in the red. Our Hispanic and Socioeconomically Disadvantaged student group scored in the "Orange" color band in English Language Arts. Both groups maintained.

Students with Disabilities show a significant need for support. As we plan ahead, we will focus on Professional Development in inclusive practices and the Science of Reading. We will also focus on continued small-group instruction.

In Math, Students with Disabilities scored in the "Red" Color band. Continued math support will include professional development for teachers and a focused approach to small-group instruction.

All other state indicators, including the English Learner Progress indicator, Chronic Absenteeism, and Suspension Rate, were in the "Yellow" or "Blue" color band.

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

According to the California School Dashboard, Students with Disabilities scored two performance levels below all students in math. This was the only area where there was a significant discrepancy. We will continue to focus on small group instruction as we frontload, implement, and review math strategies/skills for Students with Disabilities. The student groups in red also included English Learners in English Language Arts. As we move ahead, we will begin QTEL professional development.

Other Needs

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

ELPAC student data will also be used to address learning in the classroom and our professional development focus. As a Dual Immersion site, we continue to build literacy in English and Spanish. NWEA district assessments will also be used as a tool to guide our next steps in both English Language Arts and Spanish Language Arts. As recent data indicates the need to build writing proficiency throughout core subject areas, writing will continue to be a focus. An overall analysis of student outcomes will also include parent needs assessment surveys.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.12%	0.12%	1	1	1
African American	2.2%	1.06%	1.66%	19	9	14
Asian	0.8%	1.06%	0.59%	7	9	5
Filipino	0.5%	0.59%	0.59%	4	5	5
Hispanic/Latino	90.7%	91.31%	91.8%	776	778	772
Pacific Islander	0.1%	0.23%	0.24%	1	2	2
White	3.4%	3.64%	3.09%	29	31	26
Multiple/No Response	0.9%	0.70%	0.83%	8	6	7
Total Enrollment				856	852	841

Enrollment By Grade Level

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

Conclusions based on this data:

1. Our enrollment has fluctuated slightly in the last 3 years. Our Hispanic student group continues to be the largest at 91%.
2. Our white student group has remained about the same at 3%. We have exited ATSI for our white student group in the last year.
3. Diversity at Sunnyslope is evident. Our Dual Immersion Program and English mainstream classrooms have maintained enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	338	339	337	39.5%	39.8%	40.1%
Fluent English Proficient (FEP)	125	120	91	14.60%	14.1%	10.8%
Reclassified Fluent English Proficient (RFEP)	16	6	10	5%	2%	3%

Conclusions based on this data:

1. Our overall English Learner enrollment has remained about the same although the progress of our EL's has improved every year.
2. Continuing to focus on English Learners is key as our overall percentage of English Learners is about 40%.
3. Reclassification rates in the 2024 school year have exceeded the number in the last three years. A continued focus on EL's will continue as we analyze EL Data.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	129	112	116	0	108	115	0	108	115	0.0	96.4	99.1
Grade 4	121	122	115	0	122	113	0	122	113	0.0	100.0	98.3
Grade 5	110	116	113	0	116	112	0	116	112	0.0	100.0	99.1
Grade 6	118	113	111	0	110	111	0	110	111	0.0	97.3	100.0
All Grades	478	463	455	0	456	451	0	456	451	0.0	98.5	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2361.	2372.		10.19	9.57		15.74	18.26		23.15	26.09		50.93	46.09
Grade 4		2404.	2398.		5.74	10.62		17.21	12.39		21.31	23.01		55.74	53.98
Grade 5		2434.	2433.		5.17	7.14		16.38	13.39		22.41	25.89		56.03	53.57
Grade 6		2502.	2514.		12.73	13.51		21.82	30.63		35.45	30.63		30.00	25.23
All Grades	N/A	N/A	N/A		8.33	10.20		17.76	18.63		25.44	26.39		48.46	44.79

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.04	6.96		48.15	55.65		39.81	37.39
Grade 4		7.38	7.08		52.46	62.83		40.16	30.09
Grade 5		2.59	8.04		62.93	50.89		34.48	41.07
Grade 6		10.91	12.61		54.55	52.25		34.55	35.14
Grade 11	NA			NA			NA		
All Grades		8.11	8.65		54.61	55.43		37.28	35.92

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.48	8.70		43.52	46.09		50.00	45.22
Grade 4		1.64	5.31		54.92	47.79		43.44	46.90
Grade 5		7.76	5.36		48.28	43.75		43.97	50.89
Grade 6		11.82	19.82		58.18	57.66		30.00	22.52
Grade 11	NA			NA			NA		
All Grades		6.80	9.76		51.32	48.78		41.89	41.46

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.48	6.09		72.22	69.57		21.30	24.35
Grade 4		1.64	3.54		73.77	67.26		24.59	29.20
Grade 5		9.48	7.14		63.79	71.43		26.72	21.43
Grade 6		10.00	9.01		71.82	81.98		18.18	9.01
Grade 11	NA			NA			NA		
All Grades		6.80	6.43		70.39	72.51		22.81	21.06

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.63	5.22		62.96	53.04		32.41	41.74
Grade 4		8.20	7.08		64.75	61.95		27.05	30.97
Grade 5		6.03	8.04		50.86	58.04		43.10	33.93
Grade 6		16.36	15.32		65.45	68.47		18.18	16.22
All Grades		8.77	8.87		60.96	60.31		30.26	30.82

Conclusions based on this data:

1. We improved 4% overall in standard not met. Students are moving toward standard nearly met and standard met.
2. The overall percentage in Standard Exceeded and Standard Met has increased.
3. We need to focus on the writing claim overall in all grade levels. We will also use NWEA and ELPAC as we look at the writing claim.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	129	112	116	0	108	115	0	108	115	0.0	96.4	99.1
Grade 4	121	122	115	0	122	114	0	122	114	0.0	100.0	99.1
Grade 5	110	116	113	0	116	113	0	116	113	0.0	100.0	100.0
Grade 6	118	113	111	0	110	111	0	110	111	0.0	97.3	100.0
All Grades	478	463	455	0	456	453	0	456	453	0.0	98.5	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2376.	2387.		6.48	4.35		16.67	26.09		23.15	21.74		53.70	47.83
Grade 4		2397.	2422.		0.00	5.26		10.66	14.91		29.51	30.70		59.84	49.12
Grade 5		2427.	2426.		5.17	2.65		11.21	6.19		21.55	29.20		62.07	61.95
Grade 6		2494.	2504.		14.55	13.51		17.27	19.82		29.09	33.33		39.09	33.33
All Grades	N/A	N/A	N/A		6.36	6.40		13.82	16.78		25.88	28.70		53.95	48.12

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.19	10.43		37.04	45.22		52.78	44.35
Grade 4		4.10	7.02		28.69	42.98		67.21	50.00
Grade 5		6.03	2.65		31.90	33.63		62.07	63.72
Grade 6		14.55	11.71		40.91	57.66		44.55	30.63
All Grades		8.55	7.95		34.43	44.81		57.02	47.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.56	9.57		43.52	44.35		50.93	46.09
Grade 4		0.00	7.02		39.34	42.11		60.66	50.88
Grade 5		3.45	1.77		40.52	45.13		56.03	53.10
Grade 6		10.91	13.51		52.73	47.75		36.36	38.74
All Grades		4.82	7.95		43.86	44.81		51.32	47.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.48	8.70		57.41	61.74		36.11	29.57
Grade 4		2.46	6.14		49.18	57.02		48.36	36.84
Grade 5		5.17	1.77		44.83	52.21		50.00	46.02
Grade 6		8.18	9.01		62.73	69.37		29.09	21.62
All Grades		5.48	6.40		53.29	60.04		41.23	33.55

Conclusions based on this data:

1. Overall, the greatest gains were made in Standard Met and Standard Nearly Met. This means that students are growing and moving closer towards the standard.
2. Problem Solving and Modeling/Data Analysis had the greatest growth. Communicating Reasoning by demonstrating ability to support mathematical conclusions also showed great gains.
3. Our students grew overall in math. Additional support to explain mathematical procedures and thinking will further support our students.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1400.8	1410.6	1420.3	1420.0	1432.9	1442.1	1355.8	1358.2	1369.3	65	74	54
1	1422.5	1412.1	1431.6	1447.1	1443.3	1460.0	1397.5	1380.3	1402.9	48	47	55
2	1438.5	1459.0	1453.3	1456.4	1477.0	1460.5	1420.2	1440.5	1445.5	50	44	43
3	1469.6	1472.7	1481.0	1467.4	1473.7	1478.7	1471.3	1471.1	1482.8	59	49	42
4	1496.7	1504.7	1494.3	1500.4	1503.7	1499.9	1492.6	1505.2	1488.3	44	54	45
5	1518.6	1522.1	1531.9	1516.7	1519.9	1532.3	1520.0	1523.9	1531.1	30	44	48
6	1519.4	1516.4	1542.9	1524.2	1518.9	1547.4	1514.1	1513.4	1537.9	36	28	40
All Grades										332	340	327

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.08	6.76	9.26	30.77	37.84	40.74	43.08	35.14	33.33	23.08	20.27	16.67	65	74	54
1	0.00	2.13	1.82	18.75	19.15	30.91	39.58	40.43	34.55	41.67	38.30	32.73	48	47	55
2	2.00	4.55	4.65	16.00	38.64	32.56	52.00	36.36	41.86	30.00	20.45	20.93	50	44	43
3	0.00	4.08	14.29	23.73	28.57	21.43	61.02	40.82	45.24	15.25	26.53	19.05	59	49	42
4	6.82	7.41	15.56	36.36	51.85	28.89	50.00	29.63	37.78	6.82	11.11	17.78	44	54	45
5	16.67	13.64	29.17	40.00	43.18	37.50	30.00	36.36	29.17	13.33	6.82	4.17	30	44	48
6	8.33	21.43	40.00	41.67	25.00	30.00	36.11	32.14	25.00	13.89	21.43	5.00	36	28	40
All Grades	4.22	7.65	15.60	28.31	35.88	32.11	46.08	35.88	35.17	21.39	20.59	17.13	332	340	327

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.62	24.32	18.52	47.69	28.38	38.89	29.23	31.08	29.63	18.46	16.22	12.96	65	74	54
1	18.75	34.04	32.73	22.92	23.40	36.36	47.92	25.53	10.91	10.42	17.02	20.00	48	47	55
2	12.00	20.45	13.95	26.00	38.64	44.19	54.00	34.09	30.23	8.00	6.82	11.63	50	44	43
3	8.47	22.45	30.95	38.98	28.57	26.19	38.98	28.57	28.57	13.56	20.41	14.29	59	49	42
4	18.18	24.07	35.56	61.36	53.70	35.56	18.18	20.37	17.78	2.27	1.85	11.11	44	54	45
5	46.67	31.82	45.83	40.00	52.27	43.75	6.67	11.36	2.08	6.67	4.55	8.33	30	44	48
6	25.00	32.14	50.00	47.22	39.29	40.00	25.00	21.43	5.00	2.78	7.14	5.00	36	28	40
All Grades	16.27	26.47	32.11	40.36	37.06	37.92	33.43	25.29	17.74	9.94	11.18	12.23	332	340	327

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.54	2.70	3.70	9.23	6.76	9.26	56.92	45.95	55.56	32.31	44.59	31.48	65	74	54
1	0.00	0.00	1.82	12.50	12.77	14.55	27.08	12.77	18.18	60.42	74.47	65.45	48	47	55
2	6.00	0.00	2.33	14.00	27.27	20.93	24.00	34.09	34.88	56.00	38.64	41.86	50	44	43
3	0.00	4.08	2.38	11.86	16.33	23.81	47.46	32.65	38.10	40.68	46.94	35.71	59	49	42
4	2.27	3.70	4.44	13.64	25.93	17.78	45.45	40.74	33.33	38.64	29.63	44.44	44	54	45
5	13.33	9.09	12.50	16.67	20.45	22.92	40.00	50.00	52.08	30.00	20.45	12.50	30	44	48
6	5.56	3.57	10.00	8.33	21.43	22.50	55.56	46.43	55.00	30.56	28.57	12.50	36	28	40
All Grades	3.31	3.24	5.20	12.05	17.65	18.35	42.77	37.65	40.67	41.87	41.47	35.78	332	340	327

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.62	22.97	24.07	78.46	64.86	55.56	16.92	12.16	20.37	65	74	54
1	16.67	34.04	54.55	75.00	48.94	32.73	8.33	17.02	12.73	48	47	55
2	14.00	15.91	16.28	78.00	75.00	69.77	8.00	9.09	13.95	50	44	43
3	16.95	32.65	21.43	62.71	46.94	64.29	20.34	20.41	14.29	59	49	42
4	27.27	48.15	28.89	65.91	48.15	55.56	6.82	3.70	15.56	44	54	45
5	36.67	9.09	25.00	56.67	84.09	68.75	6.67	6.82	6.25	30	44	48
6	19.44	25.00	20.00	61.11	64.29	75.00	19.44	10.71	5.00	36	28	40
All Grades	17.47	27.35	28.13	69.58	61.18	59.02	12.95	11.47	12.84	332	340	327

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.31	24.32	14.81	64.62	51.35	72.22	23.08	24.32	12.96	65	74	54
1	10.42	23.40	20.00	68.75	51.06	58.18	20.83	25.53	21.82	48	47	55
2	14.00	22.73	27.91	70.00	70.45	58.14	16.00	6.82	13.95	50	44	43
3	18.64	28.57	30.95	62.71	51.02	42.86	18.64	20.41	26.19	59	49	42
4	43.18	27.78	40.00	54.55	68.52	48.89	2.27	3.70	11.11	44	54	45
5	63.33	70.45	77.08	23.33	25.00	14.58	13.33	4.55	8.33	30	44	48
6	50.00	46.43	70.00	47.22	46.43	30.00	2.78	7.14	0.00	36	28	40
All Grades	26.20	32.94	38.84	58.73	52.65	47.40	15.06	14.41	13.76	332	340	327

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.54	2.70	3.70	70.77	68.92	74.07	27.69	28.38	22.22	65	74	54
1	4.17	6.38	10.91	33.33	23.40	21.82	62.50	70.21	67.27	48	47	55
2	10.00	2.27	4.65	42.00	65.91	53.49	48.00	31.82	41.86	50	44	43
3	0.00	2.04	7.14	50.85	42.86	40.48	49.15	55.10	52.38	59	49	42
4	4.55	9.26	4.44	50.00	61.11	37.78	45.45	29.63	57.78	44	54	45
5	20.00	2.27	14.58	50.00	72.73	68.75	30.00	25.00	16.67	30	44	48
6	8.33	3.57	7.50	27.78	35.71	42.50	63.89	60.71	50.00	36	28	40
All Grades	5.72	4.12	7.65	48.19	55.00	48.62	46.08	40.88	43.73	332	340	327

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.15	10.81	14.81	40.00	28.38	42.59	53.85	60.81	42.59	65	74	54
1	0.00	0.00	1.82	47.92	36.17	49.09	52.08	63.83	49.09	48	47	55
2	4.00	2.27	9.30	28.00	54.55	51.16	68.00	43.18	39.53	50	44	43
3	5.08	12.24	14.29	61.02	61.22	78.57	33.90	26.53	7.14	59	49	42
4	0.00	12.96	11.11	70.45	64.81	60.00	29.55	22.22	28.89	44	54	45
5	3.33	15.91	20.83	76.67	65.91	64.58	20.00	18.18	14.58	30	44	48
6	5.56	17.86	37.50	86.11	67.86	55.00	8.33	14.29	7.50	36	28	40
All Grades	3.61	10.00	14.98	55.42	51.47	56.57	40.96	38.53	28.44	332	340	327

Conclusions based on this data:

1. Our overall ELPAC scores were below the JUSD average 2 years ago, our EL's have grown and are now much closer to the State of California average.

2. Analyzing ELPAC by domain will personalize instruction for students as we continue to build proficiency. Although writing has improved, we see a correlation with SBAC scores as well.
3. ELPAC interim assessments will be used as a tool to help our English Learner's proficiency.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
841	79.9	40.1	0.5
Total Number of Students enrolled in Sunnyslope Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	337	40.1
Foster Youth	4	0.5
Homeless	1	0.1
Socioeconomically Disadvantaged	672	79.9
Students with Disabilities	63	7.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.7
American Indian	1	0.1
Asian	5	0.6
Filipino	5	0.6
Hispanic	772	91.8
Two or More Races	7	0.8
Pacific Islander	2	0.2
White	26	3.1

Conclusions based on this data:

1. Forty percent of our students are learning English as a second language. This is important as we implement interventions and make instructional decisions for our students.
2. Eighty percent of our students are socioeconomically disadvantaged. Our students need supports that build on the whole child. As we look ahead, we are in the planning stages of a Community Schools model cohort 3.
3. Culturally relevant curriculum is essential as we have 91 percent of our students who are Hispanic.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We are in the Orange color band for English Language Arts. Our overall points were 2.9, which is evidence that the growth we are making was close to the yellow band.
2. Our English Learners were in the yellow color band overall. This is higher than the district average. Fifty-two percent of our English Learners are showing growth in attaining proficiency.

3. The greatest gains were made in math. Analytical data suggests that students who are socioeconomically disadvantaged made the greatest gains. Overall, our site grew 10 points in math. The equity report showed that Students with Disabilities are in the red color band. We will continue with inclusive practices and personalizing instruction for students.

School and Student Performance Data

Academic Performance English Language Arts

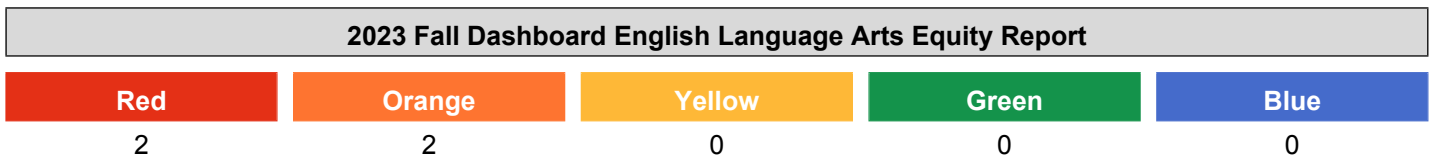
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 54.6 points below standard Maintained +2.9 points 439 Students	English Learners  Red 79.4 points below standard Maintained -1.6 points 194 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 60.2 points below standard Maintained +0.9 points 358 Students	Students with Disabilities  Red 129.6 points below standard Decreased Significantly -20.2 points 47 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 56.5 points below standard Maintained +2.8 points 409 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 10 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.9 points below standard Increased +10.5 points 169 Students	25 points above standard Increased Significantly +29.8 points 25 Students	44 points below standard Maintained -1 points 203 Students

Conclusions based on this data:

- English Learners made the greatest gains. However, English Learners continue to be in the red color band overall. We will continue to focus on the instruction of English Learners in literacy.
- Our Students with Disabilities continue to struggle with literacy. Inclusive practices and an analytical view of data is key as we work with students.
- Our Dual Immersion program benefits English Learners as our students build literacy in two languages.

School and Student Performance Data

Academic Performance Mathematics

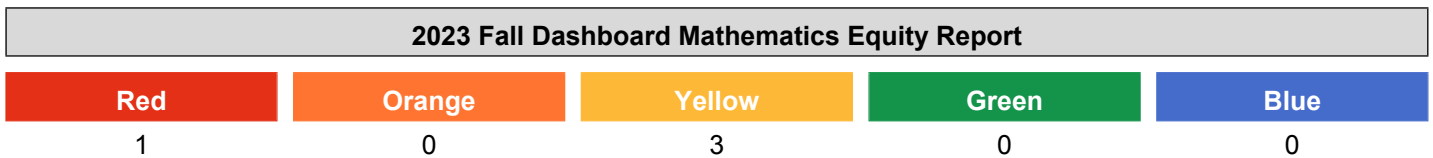
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>64.9 points below standard</p> <p>Increased +10.1 points</p> <p>439 Students</p>	<p>English Learners</p>  <p>Yellow</p> <p>79.5 points below standard</p> <p>Increased +4.7 points</p> <p>194 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>70.2 points below standard</p> <p>Increased +10.2 points</p> <p>358 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>133.7 points below standard</p> <p>Maintained -2.1 points</p> <p>47 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 65.9 points below standard Increased +10.6 points 409 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 10 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.4 points below standard Increased Significantly +15.7 points 169 Students	1.1 points above standard Increased Significantly +24.4 points 25 Students	59.8 points below standard Increased +12.8 points 203 Students

Conclusions based on this data:

1. Gains were made by all student groups in math. Current English Learners increased significantly. Students benefit from small group support during math.
2. Students with Disabilities did better in math than English Language Arts. Continued support with Inclusion, Math Intervention Teacher, and a resident sub is evidence that students need a smaller group to continue to grow in math.
3. District professional development and hands-on instruction with Grassroots Professional Development will continue to support math instruction.

School and Student Performance Data

Academic Performance English Learner Progress

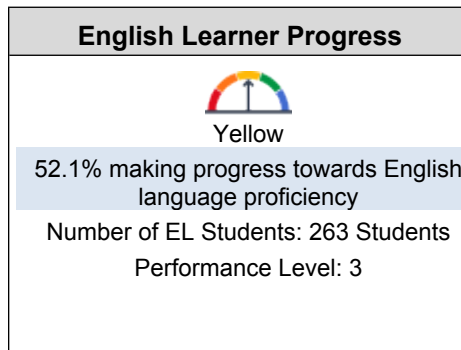
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
49	77	7	130

Conclusions based on this data:

- Overall, our English Learners improved. We increased in overall language proficiency but remained in the same color band.
- Most students progressed at least one ELPI Level. In looking at the students who decreased an ELPI Level and regressed on ELPAC, these students are mainly in the K-2 grade span. Changes to our systems need to be implemented.
- We are above the district average in English Learner progress. Our Dual Immersion program has helped our students overall.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 33.6% Chronically Absent Declined Significantly -4.1 870 Students	English Learners Yellow 30.3% Chronically Absent Declined Significantly -7.4 347 Students	Foster Youth Less than 11 Students 9 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged Yellow 35.4% Chronically Absent Declined Significantly -4.6 707 Students	Students with Disabilities Orange 33.3% Chronically Absent Declined -8.5 78 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>50% Chronically Absent</p> <p align="center">0</p> <p align="center">14 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center">Less than 11 Students</p> <p align="center">6 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Yellow</p> <p>33.6% Chronically Absent</p> <p>Declined Significantly -3.7</p> <p align="center">794 Students</p>	<p>37.5% Chronically Absent</p> <p align="center">Increased 2.2</p> <p align="center">16 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"> Orange</p> <p>31.3% Chronically Absent</p> <p>Declined -15.8</p> <p align="center">32 Students</p>

Conclusions based on this data:

- Ongoing efforts to communicate the importance of attendance has been successful as chronic absenteeism has declined.
- Attendance team approach in analyzing data by student group has proven to be effective as root causes of absenteeism are explored.
- Specific interventions and outreach for students continues to be a focus as we build relationships and diminish barriers for student attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

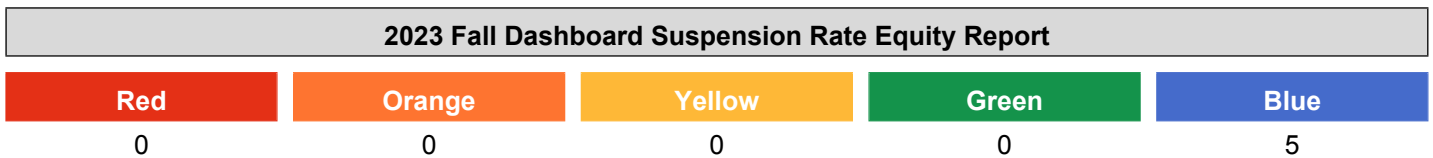
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.6 888 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 359 Students</p>	<p>Foster Youth</p> <p>0% suspended at least one day</p> <p>Maintained 0 11 Students</p>
<p>Homeless</p> <p>Less than 11 Students 8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.7 724 Students</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -1.1 78 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 14 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>Less than 11 Students 6 Students</p>	<p>Less than 11 Students 5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.6 809 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 19 Students</p>	<p>Less than 11 Students 2 Students</p>	 <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 32 Students</p>

Conclusions based on this data:

1. Suspension rate has decreased overall as other means of correction are used to make long-lasting behavioral changes.
2. Positive Behavior Supports (PBIS) continues to evolve at our site but the outcome and effects of PBIS implementation are evidence that these structures are successful.
3. Importance of building relationships and knowing our students/community is key to making strides in keeping students in school.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

All students will be college and career ready.

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need

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

We made great progress in Math and English Language Arts overall. The growth can be attributed to continued professional development and the academic focus on Math, Language Arts, and English Learners. Inclusive practices have helped our students as we continue to focus on personalizing instruction. The continued emphasis on small groups and differentiation of instruction will effectively address the California State Standards to continue to guide instruction.

California Dashboard Results indicate that we had two student groups in the "Red" color band in English Language Arts: English Learners and Students with Disabilities. Although our current English Learners gained 10 points and showed growth, they were still in the red. Our Hispanic and Socioeconomically Disadvantaged student group scored in the "Orange" color band in English Language Arts. Both groups maintained.

Students with Disabilities show a significant need for support. As we plan ahead, we will focus on Professional Development in inclusive practices and the Science of Reading. We will also focus on continued small-group instruction.

In Math, Students with Disabilities scored in the "Red" Color band. Continued math support will include professional development for teachers and a focused approach to small-group instruction.

All other state indicators, including English Learner Progress indicator, Chronic Absenteeism, and Suspension Rate, were in the "Yellow" or "Blue" color band.

Analysis of CAASPP data indicates additional professional development needs to continue. Although great gains were made in math, release time needs to be provided to delve deeper into the Language Arts claims. An overview of NWEA's strengths and areas of improvement continue to be discussed at staff and grade-level meetings. Vertical planning has also indicated that vocabulary as a whole needs to be strengthened. As we plan ahead, writing will be incorporated as we strengthen literacy practices. Our end-of-year reflection and planning will also include grade levels focusing on their grade level strengths and areas of improvement.

A college and career mindset will continue as we plan ahead. Collaboration with Literacy Specialist and Math Specialist teachers will continue as we build and refine best practices. Grade levels will meet during early release days to focus on data and personalize instruction for students. This focus will continue as we look through an equity lens to ensure all students continue to grow.

Intervention teachers will work with students at all grade levels. We are making a conscious effort to address staff concerns related to the consistency of intervention. One teacher will service English mainstream classes, while another will serve our Dual Immersion students. Data triangulation will be a part of our grade-level release days as we analyze data and set goals. Small group instruction will continue with the support of an intervention teacher and bilingual language tutor. The small group support will benefit all students. Progress monitoring and data analysis will also continue to guide our instruction.

CAASPP analysis further indicates the need for math intervention, specifically in the upper grades. Our math intervention teacher will focus on upper grades while a resident sub helps with primary grades. We will continue to use NWEA and teacher recommendations as a tool for students to enter and exit the math intervention program.

Inclusive practices will continue as our Students with Disabilities have shown the largest need in CAASPP data.

We will plan to use Interim Assessments through CDE as well as the ELPAC interim assessments as we plan ahead.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: Statewide Assessment- California School Dashboard (CASDB) Academic Indicator- ELA Distance from Standard (DFS)</p>	<p>CAASPP Data 2022-2023 All Students: Status Level: Orange Color Band (54.6 Below the Standard) Maintained 2.9 Points Socioeconomically Disadvantaged: Orange Color Band Maintained 0.9 Points (60.2 Below the Standard) English Learners: Red Color Band Maintained -1.6 Points (79.4 Below the Standard) Students with Disabilities: Red Color Band Declined 20.2 Points (129.6 Below the Standard) Foster Youth: 4 students Students Experiencing Homelessness: 3 students African American: 5 students American Indian: 1 student Asian: 3 students Filipino: 3 students Hispanic: Orange Color Band Maintained 2.8 Points (56.5 Below the Standard) Pacific Islander: 1 student Two or More Races: 2 students White: 10 students</p>	<p>All Students: +10 points (44.6 points Below the Standard) for all student groups Socioeconomically Disadvantaged: +10 points (50.2 Below the Standard) English Learners: +10 points (69.4 Below the Standard) Students with Disabilities: +10 points (119.6 Below the Standard) Foster Youth: NA Students Experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: +10 points (46.5 growth) Pacific Islander: NA Two or More Races: NA White: NA</p>
<p>P4: Statewide Assessment- California School Dashboard (CASDB) Academic Indicator- Math Distance from Standard (DFS)</p>	<p>CAASPP Data 2022-2023 All Students: Status Level: Yellow Color Band Overall (64.9 Below the Standard) Increased 10.1 Points Socioeconomically Disadvantaged: Yellow Color Band Increased 10.2 Points (70.2 Points Below the Standard) English Learners: Yellow Color Band Increased 4.7 Points (79.5 Below the Standard) Students with Disabilities: Red Color Band (133.7 Points Below the Standard) Maintained -2.1 Points Foster Youth: 4 students Students Experiencing Homelessness: 3 students African American: 5 students American Indian: 1 student Asian: 3 students Filipino: 3 students Hispanic: Yellow Color Band</p>	<p>All Students: +10 points for all student groups (54.9 points Below the Standard) Socioeconomically Disadvantaged: +10 points growth (60.2 Points) English Learners: +10 points growth (69.5 points Below the Standard) Students with Disabilities: +10 points growth (123.7 points Below the Standard) Foster Youth: NA Students Experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: +10 points growth (55.9 points Below the Standard) Pacific Islander: NA Two or More Races: NA White: NA</p>

	<p>Increased 10.6 points (65.9 Below the Standard)</p> <p>Pacific Islander: 1 student</p> <p>Two or More Races: 2 students</p> <p>White: 10 students</p>	
<p>P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)</p>	<p>2022-2023</p> <p>English Learner Progress:</p> <p>Current Percentage of English Learners making progress: 52.1</p> <p>Making Progress</p> <p>Status level: Yellow</p>	<p>English Learner Progress:</p> <p>Current Percentage of English Learners making progress: +3% (55%)</p> <p>Status level: Green</p>
<p>P4: English Learner Reclassification Rate during 2023-2024 School Year</p>	<p>2023-2024</p> <p>Percentage of English Learners Reclassified: (10.94%)</p>	<p>Percentage of English Learners Reclassified: 14%</p>
<p>LCFF Priority 8: Other Student Outcomes - NWEA ELA</p>	<p>2023-2024 ELA NWEA Assessment Result</p> <p>First Grade</p> <p>Fall 2023 144.4</p> <p>Winter 2024 152.3</p> <p>Second Grade</p> <p>Fall 2023 160.2</p> <p>Winter 2024 166.6</p> <p>Third Grade</p> <p>Fall 2023 169.4</p> <p>Winter 2024 179.2</p> <p>Fourth Grade</p> <p>Fall 2023 188.0</p> <p>Winter 2024: 193.4</p> <p>Fifth Grade</p> <p>Fall 2023 192.9</p> <p>Winter 2024 198.1</p> <p>Sixth Grade</p> <p>Fall 2023 201.6</p> <p>Winter 2024 204.8</p> <p>2023-2024 Spanish Language Arts</p> <p>First Grade</p> <p>Fall 2023 138.1</p> <p>Winter 2024 148.2</p> <p>Second Grade</p> <p>Fall 2023 153.2</p> <p>Winter 2024 163.6</p> <p>Third Grade</p>	<p>We will update results as a baseline. We plan to increase student outcomes by raising the median RIT score in all grade levels in both English Language Arts and Spanish Language Arts.</p> <p>First Grade</p> <p>Fall 2023 150.</p> <p>Winter 2024 155</p> <p>Second Grade</p> <p>Fall 2023 165</p> <p>Winter 2024 170</p> <p>Third Grade</p> <p>Fall 2023 175</p> <p>Winter 2024 180</p> <p>Fourth Grade</p> <p>Fall 2023 192</p> <p>Winter 2024: 197</p> <p>Fifth Grade</p> <p>Fall 2023 197</p> <p>Winter 2024 203</p> <p>Sixth Grade</p> <p>Fall 2023 206</p> <p>Winter 2024 209</p> <p>2023-2024 Spanish Language Arts</p> <p>First Grade</p> <p>Fall 2023 143</p> <p>Winter 2024 153</p> <p>Second Grade</p>

	<p>Fall 2023 171.3 Winter 2024 176.0</p> <p>Fourth Grade Fall 2023 183.7 Winter 2024 190.7</p> <p>Fifth Grade Fall 2023 186.2 Winter 2024 189.0</p> <p>Sixth Grade Fall 2023 195.9 Winter 2024 201.0</p>	<p>Fall 2023 158 Winter 2024 168</p> <p>Third Grade Fall 2023 176 Winter 2024 181</p> <p>Fourth Grade Fall 2023 188 Winter 2024 195</p> <p>Fifth Grade Fall 2023 191 Winter 2024 194</p> <p>Sixth Grade Fall 2023 200 Winter 2024 206</p>
P8: NWEA Math Results in English and Spanish	<p>2023-2024 NWEA Math Assessment Results:</p> <p>First Grade Fall 2023 146.1 Winter 2024 155.6</p> <p>Second Grade Fall 2023 162.2 Winter 2024 172.4</p> <p>Third Grade Fall 2023 172.5 Winter 2024 183.2</p> <p>Fourth Grade Fall 2023 190.0 Winter 2024 194.1</p> <p>Fifth Grade Fall 2023 195.7 Winter 2024 201.0</p> <p>Sixth Grade Fall 2023 2.2.4 Winter 2024 209.4</p> <p>2023-2024 Spanish Math NWEA Assessment Results</p> <p>First Grade Fall 2022-2023 143.3 Winter 2022-2023 155.4</p> <p>Second Grade Fall 2022-2023 159.2 Winter 2022-2023 171.4</p> <p>Third Grade</p>	<p>We will update results as a baseline. We plan to increase student outcomes by raising the median RIT score in all grade levels in the area of Math.</p> <p>2023-2024 NWEA Math Assessment Results</p> <p>First Grade Fall 2023 151 Winter 2024 160</p> <p>Second Grade Fall 2023 167 Winter 2024 177</p> <p>Third Grade Fall 2023 177 Winter 2024 188</p> <p>Fourth Grade Fall 2023 195 Winter 2024 199</p> <p>Fifth Grade Fall 2023 200 Winter 2024 206</p> <p>Sixth Grade Fall 2023 Winter 2024 214</p> <p>2023-2024 Spanish Math NWEA Assessment Results</p> <p>First Grade Fall 2022-2023 148 Winter 2022-2023 160</p>

	<p>Fall 2022-2023 176.3 Winter 2022-2023 184.6</p> <p>Fourth Grade Fall 2022-2023 187.1 Winter 2022-2023 195.6</p> <p>Fifth Grade Fall 2022-2023 191.6 Winter 2022-2023 192.9</p> <p>Sixth Grade Fall 2022-2023 201.6 Winter 2022-2023 213.6</p>	<p>Second Grade Fall 2022-2023 164 Winter 2022-2023 176</p> <p>Third Grade Fall 2022-2023 181 Winter 2022-2023 189</p> <p>Fourth Grade Fall 2022-2023 192 Winter 2022-2023 200</p> <p>Fifth Grade Fall 2022-2023 196 Winter 2022-2023 197</p> <p>Sixth Grade Fall 2022-2023 206 Winter 2022-2023 218</p>
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>CCSS Implementation</p> <p>a. Collaborative PD time for staff on implementation and effective strategies for mathematics, ELA/ELD, and technology, including data analysis—2 release days/year from the site budget. Provide materials for collaboration.</p> <p>b. Fully implement a Transitional Kindergarten (TK) curriculum aligned to California Standards based on the district-developed bridge between preschool foundational learning skills and Kindergarten California Standards. Provide assessments and data collection for TK students through baseline, benchmark, portfolios, and data collection.</p> <p>c. Implementation of college and career mindset schoolwide, including continued staff development through district and college tours and visits to local universities for students in grades 5-6.</p> <p>d. Implementation of NGSS curriculum to support Next-Generation Science Standards</p> <p>e. Coordinate staff development and in-class support for college and career mindset, technology, technology coordinators, and district personnel.</p> <p>f. Provide Staff Development opportunities for teachers to further their learning in the areas of Mathematics, ELA, Reading Intervention, SLA, Dual Language Immersion, and Inclusive practices. Opportunities may be in person or virtual.</p>	All students	<p>5000.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries 1.1a Substitute, Tchr</p> <p>5082.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 1.1 i Materials & Supplies</p> <p>0 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures 1.1 f Travel/Conferences</p> <p>1370.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 1.1d Materials & Supplies</p> <p>2500.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Laminate for Materials</p> <p>0 LCFF Suppl/Conc -- 0707</p>

	<p>g. Provide release time for primary teachers to assess student progress in early literacy using progress monitoring, benchmark assessments, and SIPPS.</p> <p>h. Full-Time Elementary Media Center Clerk</p> <p>i. Classroom supplies budget of \$250/teacher</p> <p>j. Provide resources or consultants for the implementation of intensive interventions for students, writing, and inclusion.</p> <p>k. Provide headphones for students to complete the NWEA reading and math assessments and earbuds for CAASPP testing.</p>		<p>5000-5999: Services And Other Operating Expenditures Mileage</p> <p>4000. LCFF Suppl/Conc -- 0707</p> <p>5000-5999: Services And Other Operating Expenditures Printing Supplies</p> <p>0 LCFF Suppl/Conc -- 0707</p> <p>5800: Professional/Consulting Services And Operating Expenditures 1.1j Consultant</p> <p>5000.00 LCFF Suppl/Conc -- 0707</p> <p>4000-4999: Books And Supplies Materials and Supplies</p> <p>2000.00 LCFF Suppl/Conc -- 0707</p> <p>1000-1999: Certificated Personnel Salaries 1.1a. Substitutes for teaching planning</p> <p>9721.00 Title I Basic -- 3010</p> <p>4000-4999: Books And Supplies Materials and Supplies</p>
<p>1.2</p>	<p>Intervention</p> <p>a. Provide additional time during the instructional day to allow for Language Arts and Dual Immersion strategic intervention/foundational skills aligned with CCSS.</p> <p>b. Provide GATE students with extended opportunities for differentiated instruction. *Extended Day Learning Opportunities (Grades 2 – 6) with a focus for each trimester. Teachers will need materials to instruct GATE students. \$200 for the school year.</p> <p>c. Continue K-3 support for Early Literacy/Primary Intervention – supplies and materials to support the primary intervention program (reading materials and instructional materials)</p> <p>d. Continue 2 FTE intervention support for early literacy and dual language.</p> <p>e. Partnerships with local universities to support student teachers at Sunnyslope</p> <p>f. Incorporate inclusive practices for all students.</p>	<p>Students in Tier 2 Intervention and those students and GATE students</p>	<p>2000.00 LCFF Suppl/Conc -- 0707</p> <p>1000-1999: Certificated Personnel Salaries 1.2 a Hourly, Tchr</p> <p>4861 LCFF Suppl/Conc -- 0707</p> <p>1000-1999: Certificated Personnel Salaries 1.2 b Hourly, Tchr</p> <p>155501 Title I Basic -- 3010</p> <p>1000-1999: Certificated Personnel Salaries 1.2 d Support Teacher Salary</p> <p>338494 LCFF District -- 500 0707</p> <p>1000-1999: Certificated Personnel Salaries 1.2 d Support Teacher Salaries (2)</p> <p>2500</p>

	<p>g. Create an English Language Learner Task Force to address the needs of English language learners</p>		<p>LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Copier Maintenance Agreements</p> <p>1350 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Copier Maintenance Agreements</p> <p>250 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Salary, Clerk, Hrly</p> <p>2000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 1.1 c Materials and Supplies</p> <p>1200 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Salary, Clerk, Hrly</p>
<p>1.3</p>	<p>EL Support</p> <p>a. Bilingual Language Tutors (2 @ 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).</p> <p>b. Purchase Additional support materials for ELD</p> <p>c. Provide release time and support to analyze ELPAC data, collaborate to determine potential student needs and goals, and collect additional data to monitor progress.</p> <p>d. The Extended Day (ELO) curriculum will address the ELD needs of English learners.</p> <p>e. Release time & teacher hourly pay to support dual immersion parent meetings once each trimester.</p> <p>f. Provide release time to the English Learner Task Force members to plan professional development or gather resources for English language learner instruction and to provide time for collaboration.</p> <p>g. Purchase additional library books to replace older books.</p> <p>h. Purchase additional Makerspace supplies to enrich students through STEM activities.</p>	<p>English learners</p>	<p>103872 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 1.3 a Salary, Bilingual Language Tutors 3 hrs (3), 6 hrs (1)</p> <p>4066.00 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries 1.3 a Salary, Bilingual Language Tutor 3 hrs (1). 6 hrs (1)</p> <p>43497 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Salary, Bilingual Language Tutors 3 hrs (2) - DI</p> <p>31366 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries 1.3 a Salary, Bilingual Language Tutors 3 hrs (3), 6 hrs (1)</p>

			<p>1123 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Hourly, Instructional Aide</p> <p>300 Title III LEP -- 4203 4000-4999: Books And Supplies 1.3 b ELD Supplemental Materials</p> <p>1097.00 Title III LEP -- 4203 4000-4999: Books And Supplies 1.3 b Spanish Library Books</p> <p>3000. LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Support</p> <p>1000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Salary, Clerk, Hrly</p> <p>2000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 1.3 h Library Books in English and Spanish</p> <p>2000.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Substitute, Instructional Aide</p> <p>2000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 1.3 i Makerspace Materials</p>
1.4	<p>Resources</p> <p>a. Purchase additional materials to support college and career implementation, ELD, NGSS, technology, & Extended Learning, including print material, web-based supplemental materials, and manipulatives</p> <p>b. Supplemental ELA/ELD, Mathematics & NGSS materials</p> <p>c. Digital Resources, including ESGI</p>	All Students	<p>2000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 1.4 a Materials/Supplies</p> <p>3000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Print Shop</p>

	<p>d. Technology and software support for classroom integration.</p> <p>e. Digital Citizenship schoolwide plan to build students' digital literacy and citizenship.</p>		<p>1000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures 1.4 c Software Licenses</p>
1.5	<p>Transition Plan to Kindergarten</p> <p>a. The school will communicate the board policies and other requirements of the Transitional Kindergarten program to parents. Parents will be provided with registration packets, developmental activity packets for summer prep, and transition meetings for parents.</p> <p>b. Children of preschool age will be invited to visit the TK/K classrooms, the office, and the cafeteria to become familiar with the rest of the campus, following all health recommendations. Preschool teachers will communicate with the TK/K teachers to ensure a smooth transition for preschool students. Registration information for preschool will be made available in the front office.</p>	TK Students and Preschool Students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Reflecting on student needs is key as we plan for student achievement. We are analyzing data holistically and analytically. CAASPP and NWEA results show continuous improvement in English Language Arts, Math, and ELPAC. Data also indicates areas of strength and areas of improvement. Professional Development for the following school year will focus on the areas we need to improve.

The overall effectiveness of data analysis during early release time and grade-level-focused meetings continued to be aligned to ensure students' success. Systems include programs, strategies, and activities focused on student data and needs. Ensuring reading is taught in a small group will continue to guide our Language Arts block. Providing scaffolded writing instruction will also guide our students.

A focus on data will continue to guide instruction. Personalizing instruction will guide our next steps by knowing where students are. We have continued with a focus on Language Arts, Math, and English Learners. We have also focused on the whole child's well-being by conducting morning meetings and having a Behavioral Health Associate assigned to our site. Teachers participated in Grassroots professional development, LTRS, GLAD training, GATE training, and EL focus this school year. Our Dual Immersion teachers participated in professional development focused on writing. A college and career mindset continued with the use of an agenda or calendar for organization, note-taking, and home-to-school communication.

As we continued this school year, we focused on best-first instruction and learning in our classrooms. We also focused on differentiation of instruction and small group support in Language Arts and Math. Our intervention teachers push into the classroom with a bilingual aide so that reading is at the student's instructional level. This year, we had a math intervention teacher, and a resident sub was also assigned to our math intervention program.

A continued focus on English learners will guide us in our next steps. Our English Learners performed in the red color band in English Language Arts. Culturally responsive teaching and a focus on student data will continue. Small group support will help all students, including students with an Individualized Educational Plan.

Goal setting will continue and be adjusted as we receive ELPAC, NWEA, and CAASPP scores.

CAASPP ELA Data	2022-2023	2021-2022			
Standard Exceeded	10.20%	8.33%			
Standard Met	18.63%	17.76%			
Standard Nearly Met	26.39%	25.44%			
Standard Not Met	44.79%	48.46%			
Reading	Writing	Listening	Research/Inquiry		
% Above Standard		8.65	9.76	6.43	8.87
% At or Near Standard		55.43	48.78	72.51	60.31
%Below Standard		35.92	41.46	21.06	30.82
CAASPP Math Data	2022-2023	2021-2022			
Standard Exceeded	6.40%	6.36%			
Standard Met	16.78%	13.82%			
Standard Nearly Met	28.70%	25.88%			
Standard Not Met	48.12%	53.95%			
Concepts and Procedures	Problem Solving	Communicating Reasoning			
%Above Standard	7.95	7.95	6.40		
%At or Near Standard	44.81	44.81	60.04		
%Below Standard	47.24	47.24	33.55		

As we plan ahead, we will consider areas of strength and areas of needed growth to plan our professional development for the next school year. We will also use third-trimester NWEA data as we plan vertically. A collaborative and shared decision-making model will be implemented as we consider the next steps.

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

This school year, we offered Extended Learning Opportunities in the fall. As the year progressed, we made changes to the ELO program. We were able to use site funds in the Spring to boost student achievement. Since we had BLT vacancies, we were able to make changes midyear and offer ELO. This was also a need in the Needs Assessment by parents of English Learners. We were able to respond to the Needs Assessment by changing our plan after fiscal changes took place at the district level. Criteria was set at the site level, and students were able to participate in Extended Learning Opportunities with site funds. Providing students with additional, targeted support has been a focus.

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.

Closing the achievement gap created after the pandemic, learning loss continues to be a focus. Although we continue to show improvement, personalizing instruction for students through small groups drives our intervention block. Professional development in cooperative learning groups is needed as students work to collaborate. Participating in QTEL professional development will help our students in moving forward. Release time to engage, set goals, and problem-solve will also help our students as teachers work closely in establishing the next steps.

A college and career mindset will continue. Collaboration with the district and site coach will continue as we implement communication with parents via an agenda. We will also continue with organization and note-taking skills. A college and career mindset will continue through student activities. Professional Teacher Learning Walks will also be a part of our professional development as we look for ways to incorporate note-taking and writing.

Intervention teachers will work with students at all grade levels. Data will guide our intervention and the grade levels that teachers work with. Data triangulation will occur as we monitor student progress and document progress through the SST process. Bilingual Language Tutors will also support this intervention so that groups are smaller. Intervention teachers will work with students in the classroom along with the bilingual language tutors.

Inclusive practices will continue at Sunnyslope. We have exited the Additional Targeted Support and Improvement (ATSI) status, but we will continue to focus on data to improve student outcomes for all student groups. This equity lens will ensure that all of our student groups continue to grow.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

All students will have a safe, orderly, and inviting learning environment.

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

Identified Need

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

All other indicators, including English Learner Progress indicator, Chronic Absenteeism, and Suspension Rate, were in the "Yellow" or "Blue" color band.

Chronic Absenteeism will continue to be a problem-solving goal. A sense of belonging and student well-being will be our focus. Attendance incentives will continue for students as this has been effective in the past. Student recognition and celebrations regarding their successes will also continue as we celebrate student success. To ensure student safety, our activity supervisors will continue with monthly meetings and training related to PBIS/SEL strategies. We will also need the additional time for activity supervisors as we implement 5 lunches to accommodate all students, including full-day Transitional Kindergarten and Kindergarten.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 99% Source: 2023-2024 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2024-2025 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 91.87 K: 91.39 1: 93.39 2: 93.67 3: 94.32 4: 93.87 5: 94.46 6: 94.14 Source: Student Information System P-2 report	TK: 93% K: 93% 1: 94% 2: 94% 3: 95% 4: 94% 5: 95% 6: 95% Source: Student Information System P-2 report

<p>LCFF Priority 5: Chronic Absenteeism Rate</p>	<p>All Students: 33.6 Socioeconomically Disadvantaged: 35.4% English Learners: 30.3% Students with Disabilities: 33.3% Foster Youth: no performance color Students experiencing Homelessness: no performance color African American: no performance color American Indian: no performance color Asian: no performance color Filipino: no performance color Hispanic: 33.6% Pacific Islander: no performance color Two or More Races: no performance color White: 31.3%</p>	<p>All Students: 29 Socioeconomically Disadvantaged: 33% English Learners: 27% Students with Disabilities: 30% Foster Youth: no performance color Students experiencing Homelessness: no performance color African American: no performance color American Indian: no performance color Asian: no performance color Filipino: no performance color Hispanic: 30% Pacific Islander: no performance color Two or More Races: no performance color White: 28%</p>
<p>LCFF Priority 6: Pupil Suspension Rate</p>	<p>All Students: 0% Socioeconomically Disadvantaged: declined 0.7% English Learners: maintained 0% Students with Disabilities: Declined 1.1% Foster Youth: no performance color Students experiencing Homelessness: no performance color African American: no performance color American Indian: no performance color Asian: no performance color Filipino: no performance color Hispanic: declined 0.6% Pacific Islander: no performance color Two or More Races: no performance color White: maintained 0%</p>	<p>All Students: 0% Socioeconomically Disadvantaged: decline English Learners: decline Students with Disabilities: decline Foster Youth: no performance color Students experiencing Homelessness: no performance color African American: no performance color American Indian: no performance color Asian: no performance color Filipino: no performance color Hispanic: decline Pacific Islander: no performance color Two or More Races: no performance color White: decline</p>
<p>LCFF Priority 6: Pupil Expulsion Rate</p>	<p>All Students: 0%</p>	<p>All Students: 0%</p>
<p>LCFF Priority 6: School Climate Survey: School Safety (6th grade)</p>	<p>How safe do you feel when you are at school? 70% of students responded favorably Yes, most of the time: Yes, all of the time: Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p>	<p>How safe do you feel when you are at school? Our goal is to increase by 10% Yes, most of the time: Yes, all of the time: Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025</p>
<p>LCFF Priority 6: School Climate Survey: School Connectedness (6th grade)</p>	<p>Average reporting "Yes, most of the time" or "Yes, all of the time" 63% of students responded yes, all of the time and yes, most of the time</p>	<p>Average reporting "Yes, most of the time" or "Yes, all of the time" Our goal is to increase by 10%</p>

	Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
LCFF Priority 6: School Climate Survey: Caring Relationships (6th grade)	Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" 54% of students responded favorably	Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" Our goal is to increase by 10% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Orderly and Safe Environment</p> <p>a. PBIS/BSEL Resource materials to support PBIS/BSEL implementation on campus – instructional materials (staff, parents, student). Routine and strategic teaching of social skills through PBIS with the support of RCOE Coach with PBIS/MTSS.</p> <p>b. Continue with Social Skills Day at the beginning of the year with the 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>c. Funding to support PBIS/BSEL incentive programs and attendance incentives in place – Bucket Filler lunch at Shakey's Pizza each month, prizes, medals, SNACK attack, certificates, games, stickers, School Spirit T-shirts, printing costs for tickets and posters (vinyl and poster papers)</p> <p>d. Schedule monthly PBIS/BSEL meetings to refine and improve our PBIS/BSEL program</p> <p>e. Bucket Filler & Dino Deeds Praise Notes</p> <p>f. Saturday school enrichment materials. Saturday school funds will be used to support the program and replenish ADA, including purchasing materials to support the Saturday School program.</p> <p>g. Health Care Aide (HCA) to support health services and parent communications</p> <p>h. Release Time for Behavior Intervention Team (BIT)</p>	All students	<p>1000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 2.1 a. PBIS Resource Materials</p> <p>0 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 2.1 h. Release time for Behavior Intervention Team (BIT)</p> <p>3000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 2.1 v .Additional time for Activity Supervisors</p> <p>57185 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries 2.1 g Health Care Aide Salary</p> <p>1000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 2.1 u Activity Supervisor Meetings</p> <p>7000.</p>

<p>i. Meet monthly with activity supervisors to discuss safety concerns, new routines or procedures, and prepare for upcoming events.</p> <p>j. Continue to improve customer service in the office – update decorations and provide a more welcoming environment overall</p> <p>k. Work with the Safety Coordinator and Administrative Designee to improve and revise the school disaster/safety plan according to district mandates, protocols, and site-specific needs. Release time for the plan's development.</p> <p>l. Subs and conference fee for safety team members to attend professional development to support the development of our site safety plan.</p> <p>m. Work orders for campus repairs will be made in a timely manner and followed up on their completion</p> <p>n. Purchase materials as needed to support the development of our site safety plan.</p> <p>o. Purchase materials to update the Health Office for the safety of all students.</p> <p>p. Hold routine award assemblies to recognize academic, behavior, and attendance achievement.</p> <p>q. Mandatory use of RAPTOR visitor and volunteer system to provide a safer campus with the purchase of required supplies</p> <p>r. Purchase lanyards to support wearing school badges to provide a safe and welcoming school environment.</p> <p>s. Purchase items to build and maintain our Sunnyslope Garden with the help of our Sunnyslope Garden Club to support positive behavior.</p> <p>t. Additional time for Activity Supervisors to cover the campus when extra coverage is needed and for monthly meetings.</p> <p>u. Addition for added supervision and maintaining a safe and orderly environment.</p> <p>v. Purchase materials to support a "Calm Room" for students who need to take an SEL break from academics. Alternative seating provides different options for students who need alternative seating.</p> <p>w. The VAPA room should include a welcoming environment.</p> <p>x. Support teachers in attending ADTLE two-way bilingual conferences.</p>		<p>LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 2.1 c PBIS /BSEL Incentives</p> <p>5000. LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 2.1 n Safety Supplies</p> <p>1725 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 2.1 0 Materials to update the Health Office</p> <p>1000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 2.1 u Activity Supervisor Meetings</p> <p>2000. LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 2.1 h Substitute Teacher</p> <p>1,525 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 2.1 t Teacher Hourly for Garden Club Advisor</p> <p>7000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 2.1 q Additional Activity Supervisor</p> <p>4000. LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 2.1 w Purchase materials for a "Calm Room" & alternative seating</p> <p>3720 LCFF Suppl/Conc -- 0707 7000-7439: Other Outgo Site Team to attend Equity Conference to support MTSS</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

We have continued to promote and support student engagement and attendance. We began the school year by making personal phone calls to students who had been chronically absent the year before. Establishing positive relationships is key as we work with families to reduce and eliminate barriers. We have also examined attendance at every grading period to support and/or celebrate growth.

Attendance data has been shared during staff and leadership meetings. We also continue to discuss attendance through parent meetings such as ELAC and SSC. Positive relationships continue to be a part of the school culture.

Weekly messages regarding upcoming events are sent to parents through Parent Square. Teachers use Parent Square and Class Dojo to communicate with families. Awards assemblies have continued this school year. We have also revised the attendance criteria to recognize students for improved attendance. Flyers and invitations to Saturday School are posted on Peachjar, Parent Square, and Class Dojo. Our Attendance Team reviews data and plans the next steps to help with attendance. When attendance is not improving, SART meetings are held at the site. SARB meetings have also been held at the district office.

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

Average Daily Attendance by grade level:

Transitional Kindergarten-91%

Kindergarten-90.84%

First Grade-92.98%

Second Grade-93.20%

Third Grade-94.07%

Fourth Grade-93.68%

Fifth Grade-94.36

Sixth Grade-93.33

2023-2024 Saturday School Attendance

September 2023-48

October 2023-54

October 2023-48

November 2023-38

December-52

December-54

January-65

February-92

March-96

April- approximately 100 students

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

Attendance has improved overall this school year. Saturday School numbers have also increased this year. We continue to problem-solve and analyze data through our Attendance Team to ensure we have an equity lens when looking at student data. Phone calls are made when students are not in school. Establishing positive relationships and discussing reasons for absences has helped our students overall. Creating a welcoming environment has been a focus,

as well as promoting student incentives and a sense of belonging to ensure students are in school. We have also incorporated a Learning Without Limits mindset to promote attendance.

We have used incentives such as student assemblies, dance parties, raffles, and 100-mile opportunities to motivate students to attend school. These are costly, but the outcome for students is great as they benefit not only their educational experiences but also their health and social-emotional well-being.

Overall, average attendance and Saturday School Attendance have increased this school year. Continuing with a sense of belonging for all students and analyzing data will continue to guide our efforts. We will also continue to need resources to promote Saturday School.

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.

We will continue to need a behavioral intern assigned to Sunnyslope. Students social-emotional well being will need to be addressed and monitored to make an impact on student achievement. Data has indicated that student suspensions decreased as a result of the support of an intern. Full day Transitional Kindergarten and Kindergarten next school year will require additional staffing needs as well.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.

We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

Identified Need

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

We will increase parent communication through Parent Square, social media platforms, an updated marquee, outside shadow windows, Class Dojo, and PeachJar. Parents will be informed of information and their child's progress through communication. In our office and Student Council videos, we will also promote school spirit and activities through Dino TV.

Parent workshops and meetings will be near school functions to increase and promote higher levels of parent involvement. We will continue with a caring, warm, and welcoming environment for students, parents, and staff. Parent opportunities to volunteer, parent workshops, and school events will be key as we increase parent involvement.

We will also implement Family Literacy to engage families and instill literacy practices at home. Family Literacy Fun opportunities will be incorporated throughout the school day and after school.

As we planned for Community Schools Cohort 3, we conducted a needs assessment for parents. The response we received was better than the responses we have received in the past from the LCAP survey. This is important to note as we incorporate a collaborative approach to parent voice.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." 78% of students responded favorably Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." 85% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement". 100% Source: California School Staff Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement". 100% Source: California School Staff Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class". 83% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class". 87% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 86% strongly agree/agree Source: California School Staff Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 91% Source: California School Staff Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Parent, Student, and Community Engagement	All students	500 LCFF Suppl/Conc -- 0707

<p>a. Use 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, Community Schools Advisory Council). Provide refreshments & babysitting for parent meetings.</p> <p>e. Selection, Purchase of parent/family support materials</p> <p>f. Parent Access to technology and resources in the library before school, during lunchtime & afternoon hours.</p> <p>g. Use Social Media to build school culture and community involvement.</p> <p>h. Use Q Communication, Parent Square, 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 Behavioral Health Clinician 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. Student clubs will be supported to increase student engagement at school (i.e. Student Council).</p> <p>m. Provide support for reopening the school with additional help in the front office to support families in their native language.</p> <p>n. Provide a book for each family to participate in One School One Book Activity.</p> <p>o. To encourage Parent and Student Engagement with the use of additional speakers for assemblies with parents</p> <p>p. Provide support for families for Back to School Night and other family events.</p> <p>q. Provide support for office staff to collaborate and cross-train to learn the responsibilities of each job in the office</p>	<p>4000-4999: Books And Supplies 3.1 a Parent Meeting Refreshments</p> <p>5000. LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 3.1 c Teacher Hourly for Meetings</p> <p>5000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 3.1 n One book per family</p> <p>83130 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries 3.1 m EMCC Salary</p> <p>2117.00 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries 3.1 d Classified Hourly - Babysitting-translating</p> <p>5000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 3.1 e Parent Support Materials</p> <p>300.00 Title III LEP -- 4203 4000-4999: Books And Supplies 3.1 e Parent Support Materials</p> <p>4000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 3.1 c School Event Materials</p> <p>1000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Consultants for Parents/Students</p> <p>0 Title I Parent Involvement -- 3010 1902</p>
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			<p>4000-4999: Books And Supplies 3.1 c Materials for Parents to support students</p> <p>7000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Sound System for Assemblies/speakers</p> <p>3000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 3.1. p & q Classified hourly - translating, Orientation, program design assistance</p>
3.2	<p>3.2 Additional Support/Activities</p> <p>a. Dual-immersion meetings and workshops each trimester</p> <p>b. School Spirit Days (Wednesday-100 Mile Club, Thursday-College shirts, Friday-Sunnyslope shirts). Separate Student Council-sponsored events/spirit days.</p> <p>c. Increased emphasis on parent volunteers in the classroom to promote family involvement</p> <p>d. Continued development of students through Student Council and peer mediators</p> <p>e. Active Think Together program that will support student activities and student academics during the school day.</p> <p>f. Active staff and parent participation at SST, BIT, IEP & Conferences</p> <p>g. Active Sunnyslope Booster Club to support student activities and engagement</p> <p>h. ELAC Committee suggested sports as a lunch time activity</p> <p>i. ELAC Committee also suggested incorporating goals met as part of student awards for students with an IEP</p> <p>j. School based book club such as Cafe Literario</p> <p>k. Community Schools to support Parent Engagement Activities</p>	<p>Students in DI Program All students</p>	<p>5000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 3.2 a Teacher hourly</p> <p>1600 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 3.2 h Classified, Hourly Babysitting</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

Student engagement has continued through awards assemblies. Student Council has also continued to promote school events. This school year, they began promoting events through Dino TV, which helps all of our students. Extended Learning Opportunities have been offered this school year, and our students benefit from the additional learning time. We have had successful events such as Family Math and Literacy Night, Storybook Trunk or Treat, and our Holiday Assembly.

Our band programs have also been highly successful. They have high student and family participation. Due to the growth of our band program, we are looking at a different venue for next school year. Our 100 Mile Club has also been a positive program for students, staff, and families. We have incorporated family runs this school year and themed runs on Saturday School.

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

Attendance rates have improved. Our numbers have increased, and we continue to work together to grow them. We have continued with weekly message broadcasts, phone calls, parent meetings, and communication on the importance of attendance. We also continue to incorporate a Learning Without Limits mindset throughout.

This school year, we have used site funds to promote parent involvement in activities such as Math and Literacy Night. Teachers were paid their hourly rate, and supplies were provided for teachers to use with parents. Involving the family unit is key to the success of our students.

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.

As we plan for parent engagement, expenditures will occur as a result. We will be planning literacy days during the school day for Transitional Kindergarten and Kindergarten. As we continue to build literacy, we will incorporate parent activities. Additional engaging activities this school year have been incorporating Fun Fridays and our 100 Mile Club.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$257,149
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$961,952.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
LCFF District -- 500 0707	\$522,306.00
LCFF Suppl/Conc -- 0707	\$229,928.00
Title I Basic -- 3010	\$201,588.00
Title I Parent Involvement -- 3010 1902	\$2,117.00
Title III LEP -- 4203	\$6,013.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$961,952.00

Total of federal, state, and/or local funds for this school: \$961,952.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	201588	0.00
Title I Parent Involvement -- 3010 1902	2117	0.00
Title III LEP -- 4203	6013	0.00
LCFF Suppl/Conc -- 0707	229928	0.00
LCFF District -- 500 0707	522306	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	522,306.00
LCFF Suppl/Conc -- 0707	229,928.00
Title I Basic -- 3010	201,588.00
Title I Parent Involvement -- 3010 1902	2,117.00
Title III LEP -- 4203	6,013.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	521,381.00
2000-2999: Classified Personnel Salaries	350,406.00
4000-4999: Books And Supplies	71,095.00
5000-5999: Services And Other Operating Expenditures	15,350.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
7000-7439: Other Outgo	3,720.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	338,494.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	183,812.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	22,386.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	128,795.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	59,677.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	15,350.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	0.00
7000-7439: Other Outgo	LCFF Suppl/Conc -- 0707	3,720.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	160,501.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	31,366.00
4000-4999: Books And Supplies	Title I Basic -- 3010	9,721.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	2,117.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	0.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	4,316.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,697.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	744,150.00
Goal 2	95,155.00
Goal 3	122,647.00

School Site Council Membership

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2024.

Attested:



Principal, Ilsa Crocker on May 28, 2024



SSC Chairperson, Zoe Garcia on May 28, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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