School Year: **2025-26**

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 15, 2025	June 24, 2025

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 through Staff meetings, Site leadership Meetings, English Language Advisory Council (ELAC) , School Site Council, Community Schools Advisory Council, Community Schools Needs Assessment, Parent LCAP survey, and Community and Parent Events. ELAC and Community Schools Advisory Council members are given opportunities throughout the year to provide input on school actions to meet our site goals. The staff attendance team and PBIS team also analyze student data throughout the year to plan student opportunities to increase engagement. The Leadership Team shares the SPSA actions/activities with grade levels during grade level collaboration to ensure staff has the opportunity to provide input. Student voice has been added through student engagement activities, Student Council, Panorama survey results, and Student Community School Needs Survey. School Site Council reviews student data throughout the year to identify student need and then review feedback from ELAC and Site leadership to approve the school plan.

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.

Sunnyslope Elementary had three areas in which the overall performance was in the orange (low) performance category: English Learner Progress, English Language Arts, and Mathematics.

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

-English Learner Progress, there were no student groups in the red (very low) category.
-For English Language Arts, the following student groups were in the red (very low) category: English Learners, Socioeconomically disadvantaged, and Students with disabilities.
-For Mathematics, the following student group was in the red (very low) category: Students with disabilities.

Other Needs

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

NWEA data has identified limited growth in the percentile of grade level standards.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.12%	0.12%	0.12%	1	1	1
African American	1.06%	1.66%	1.34%	9	14	11
Asian	1.06%	0.59%	0.85%	9	5	7
Filipino	0.59%	0.59%	0.49%	5	5	4
Hispanic/Latino	91.31%	91.8%	91.22%	778	772	748
Pacific Islander	0.23%	0.24%	0.12%	2	2	1
White	3.64%	3.09%	4.15%	31	26	34
Multiple/No Response	0.70%	0.83%	0.61%	6	7	5
			Total Enrollment	852	841	820

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			26
Kindergarten	156	138	101
Grade 1	123	138	106
Grade 2	110	112	131
Grade3	113	117	121
Grade 4	123	111	117
Grade 5	116	113	106
Grade 6	111	112	112
Total Enrollment	852	841	820

Conclusions based on this data:

1. The total student enrollment has steadily declined over the three years, dropping from 852 in 21-22 to 820 in 23-24.

2. Hispanic/Latino students consistently make up the vast majority of the student body, maintaining over 91% enrollment each year.

3. Kindergarten enrollment has significantly decreased from 156 in 21-22 to 101 in 23-24, indicating a decline in early-grade admissions.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	339	337	320	39.5%	39.8%	39.0%
Fluent English Proficient (FEP)	120	91	85	14.6%	14.1%	10.4%
Reclassified Fluent English Proficient (RFEP)	6	10	35	5%	2%	10.9%

Conclusions based on this data:

1. The steady decline in Fluent English Proficient (FEP) students suggests a shift in language proficiency trends.

2. The increase in Reclassified Fluent English Proficient (RFEP) students indicates improved language acquisition support, leading to more students successfully transitioning out of English Learner status.

3. There is a steady decline in English Learners over time suggesting a shift in enrollment.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	112	116	117	108	115	116	108	115	116	96.4	99.1	99.1
Grade 4	122	115	117	122	113	113	122	113	113	100.0	98.3	96.6
Grade 5	116	113	106	116	112	106	116	112	106	100.0	99.1	100
Grade 6	113	111	115	110	111	114	110	111	114	97.3	100.0	99.1
All Grades	463	455	455	456	451	449	456	451	449	98.5	99.1	98.7

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2361.	2372.	2361.	10.19	9.57	8.62	15.74	18.26	12.93	23.15	26.09	21.55	50.93	46.09	56.90
Grade 4	2404.	2398.	2410.	5.74	10.62	7.08	17.21	12.39	12.39	21.31	23.01	28.32	55.74	53.98	52.21
Grade 5	2434.	2433.	2434.	5.17	7.14	8.49	16.38	13.39	18.87	22.41	25.89	21.70	56.03	53.57	50.94
Grade 6	2502.	2514.	2478.	12.73	13.51	7.02	21.82	30.63	23.68	35.45	30.63	28.07	30.00	25.23	41.23
All Grades	N/A	N/A	N/A	8.33	10.20	7.80	17.76	18.63	16.93	25.44	26.39	24.94	48.46	44.79	50.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.04	6.96	5.17	48.15	55.65	60.34	39.81	37.39	34.48
Grade 4	7.38	7.08	7.96	52.46	62.83	59.29	40.16	30.09	32.74
Grade 5	2.59	8.04	7.55	62.93	50.89	58.49	34.48	41.07	33.96
Grade 6	10.91	12.61	7.89	54.55	52.25	50.88	34.55	35.14	41.23
All Grades	8.11	8.65	7.13	54.61	55.43	57.24	37.28	35.92	35.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.48	8.70	6.03	43.52	46.09	40.52	50.00	45.22	53.45
Grade 4	1.64	5.31	2.65	54.92	47.79	53.10	43.44	46.90	44.25
Grade 5	7.76	5.36	5.66	48.28	43.75	45.28	43.97	50.89	49.06
Grade 6	11.82	19.82	8.77	58.18	57.66	50.88	30.00	22.52	40.35
All Grades	6.80	9.76	5.79	51.32	48.78	47.44	41.89	41.46	46.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.48	6.09	6.03	72.22	69.57	70.69	21.30	24.35	23.28
Grade 4	1.64	3.54	7.08	73.77	67.26	75.22	24.59	29.20	17.70
Grade 5	9.48	7.14	3.77	63.79	71.43	66.98	26.72	21.43	29.25
Grade 6	10.00	9.01	7.89	71.82	81.98	71.05	18.18	9.01	21.05
All Grades	6.80	6.43	6.24	70.39	72.51	71.05	22.81	21.06	22.72

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.63	5.22	6.90	62.96	53.04	57.76	32.41	41.74	35.34
Grade 4	8.20	7.08	9.73	64.75	61.95	62.83	27.05	30.97	27.43
Grade 5	6.03	8.04	7.55	50.86	58.04	56.60	43.10	33.93	35.85
Grade 6	16.36	15.32	7.02	65.45	68.47	68.42	18.18	16.22	24.56
All Grades	8.77	8.87	7.80	60.96	60.31	61.47	30.26	30.82	30.73

Conclusions based on this data:

1. Sixth grade students consistently outperform other grade levels in the areas of research/inquiry, writing, and listening over the three-year span.

2. While overall performance in ELA categories shows growth in some areas, there are notable fluctuations year to year, especially in writing and reading.

3. A significant portion of students across grade levels continue to perform below standard, highlighting an ongoing need for targeted academic interventions and supports.

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.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	112	116	117	108	115	117	108	115	117	96.4	99.1	100
Grade 4	122	115	117	122	114	116	122	114	116	100.0	99.1	99.1
Grade 5	116	113	106	116	113	106	116	113	106	100.0	100.0	100
Grade 6	113	111	115	110	111	114	110	111	114	97.3	100.0	99.1
All Grades	463	455	455	456	453	453	456	453	453	98.5	99.6	99.6

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2376.	2387.	2372.	6.48	4.35	0.85	16.67	26.09	20.51	23.15	21.74	28.21	53.70	47.83	50.43
Grade 4	2397.	2422.	2429.	0.00	5.26	7.76	10.66	14.91	15.52	29.51	30.70	31.90	59.84	49.12	44.83
Grade 5	2427.	2426.	2441.	5.17	2.65	7.55	11.21	6.19	10.38	21.55	29.20	24.53	62.07	61.95	57.55
Grade 6	2494.	2504.	2469.	14.55	13.51	6.14	17.27	19.82	12.28	29.09	33.33	35.96	39.09	33.33	45.61
All Grades	N/A	N/A	N/A	6.36	6.40	5.52	13.82	16.78	14.79	25.88	28.70	30.24	53.95	48.12	49.45

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.56	9.57	5.13	43.52	44.35	43.59	50.93	46.09	51.28
Grade 4	0.00	7.02	6.90	39.34	42.11	49.14	60.66	50.88	43.97
Grade 5	3.45	1.77	5.66	40.52	45.13	44.34	56.03	53.10	50.00
Grade 6	10.91	13.51	2.63	52.73	47.75	55.26	36.36	38.74	42.11
All Grades	4.82	7.95	5.08	43.86	44.81	48.12	51.32	47.24	46.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.48	8.70	3.42	57.41	61.74	53.85	36.11	29.57	42.74
Grade 4	2.46	6.14	7.76	49.18	57.02	55.17	48.36	36.84	37.07
Grade 5	5.17	1.77	5.66	44.83	52.21	56.60	50.00	46.02	37.74
Grade 6	8.18	9.01	4.39	62.73	69.37	62.28	29.09	21.62	33.33
All Grades	5.48	6.40	5.30	53.29	60.04	56.95	41.23	33.55	37.75

Conclusions based on this data:

1. Across all tested grade levels, the percentage of students not meeting the standard remains high, highlighting a continued need for systemic intervention strategies to address foundational learning gaps in mathematics.

2. Grade 4 students demonstrated consistent improvement in performance over the three-year period, showing a positive trend in both mean scale scores and percentage of students meeting or exceeding standards.

3. Grade 6 students experienced a noticeable decline in both scale scores and achievement levels in 2023–24, indicating a need for targeted academic support and instructional adjustments.

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) 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1410.6	1420.3	1405.5	1432.9	1442.1	1429.6	1358.2	1369.3	1348.8	74	54	48
1	1412.1	1431.6	1423.3	1443.3	1460.0	1459.5	1380.3	1402.9	1386.5	47	55	39
2	1459.0	1453.3	1462.8	1477.0	1460.5	1484.4	1440.5	1445.5	1440.6	44	43	56
3	1472.7	1481.0	1452.5	1473.7	1478.7	1455.3	1471.1	1482.8	1449.1	49	42	44
4	1504.7	1494.3	1493.5	1503.7	1499.9	1489.5	1505.2	1488.3	1497.1	54	45	40
5	1522.1	1531.9	1502.6	1519.9	1532.3	1503.8	1523.9	1531.1	1500.9	44	48	34
6	1516.4	1542.9	1513.5	1518.9	1547.4	1507.8	1513.4	1537.9	1518.7	28	40	35
All Grades										340	327	296

	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.76	9.26	8.33	37.84	40.74	35.42	35.14	33.33	39.58	20.27	16.67	16.67	74	54	48
1	2.13	1.82	2.56	19.15	30.91	23.08	40.43	34.55	41.03	38.30	32.73	33.33	47	55	39
2	4.55	4.65	10.71	38.64	32.56	41.07	36.36	41.86	30.36	20.45	20.93	17.86	44	43	56
3	4.08	14.29	0.00	28.57	21.43	18.18	40.82	45.24	52.27	26.53	19.05	29.55	49	42	44
4	7.41	15.56	12.50	51.85	28.89	30.00	29.63	37.78	40.00	11.11	17.78	17.50	54	45	40
5	13.64	29.17	0.00	43.18	37.50	47.06	36.36	29.17	38.24	6.82	4.17	14.71	44	48	34
6	21.43	40.00	25.71	25.00	30.00	37.14	32.14	25.00	17.14	21.43	5.00	20.00	28	40	35
All Grades	7.65	15.60	8.45	35.88	32.11	33.11	35.88	35.17	37.16	20.59	17.13	21.28	340	327	296

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	24.32	18.52	18.75	28.38	38.89	43.75	31.08	29.63	27.08	16.22	12.96	10.42	74	54	48
1	34.04	32.73	23.08	23.40	36.36	43.59	25.53	10.91	23.08	17.02	20.00	10.26	47	55	39
2	20.45	13.95	33.93	38.64	44.19	42.86	34.09	30.23	12.50	6.82	11.63	10.71	44	43	56
3	22.45	30.95	15.91	28.57	26.19	36.36	28.57	28.57	25.00	20.41	14.29	22.73	49	42	44
4	24.07	35.56	25.00	53.70	35.56	40.00	20.37	17.78	17.50	1.85	11.11	17.50	54	45	40
5	31.82	45.83	20.59	52.27	43.75	55.88	11.36	2.08	17.65	4.55	8.33	5.88	44	48	34
6	32.14	50.00	37.14	39.29	40.00	37.14	21.43	5.00	11.43	7.14	5.00	14.29	28	40	35
All Grades	26.47	32.11	25.00	37.06	37.92	42.57	25.29	17.74	19.26	11.18	12.23	13.18	340	327	296

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.70	3.70	0.00	6.76	9.26	4.17	45.95	55.56	62.50	44.59	31.48	33.33	74	54	48
1	0.00	1.82	2.56	12.77	14.55	15.38	12.77	18.18	15.38	74.47	65.45	66.67	47	55	39
2	0.00	2.33	1.79	27.27	20.93	39.29	34.09	34.88	19.64	38.64	41.86	39.29	44	43	56
3	4.08	2.38	0.00	16.33	23.81	2.27	32.65	38.10	50.00	46.94	35.71	47.73	49	42	44
4	3.70	4.44	7.50	25.93	17.78	17.50	40.74	33.33	40.00	29.63	44.44	35.00	54	45	40
5	9.09	12.50	0.00	20.45	22.92	20.59	50.00	52.08	38.24	20.45	12.50	41.18	44	48	34
6	3.57	10.00	8.57	21.43	22.50	25.71	46.43	55.00	40.00	28.57	12.50	25.71	28	40	35
All Grades	3.24	5.20	2.70	17.65	18.35	18.24	37.65	40.67	37.84	41.47	35.78	41.22	340	327	296

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	22.97	24.07	22.92	64.86	55.56	62.50	12.16	20.37	14.58	74	54	48
1	34.04	54.55	35.90	48.94	32.73	51.28	17.02	12.73	12.82	47	55	39
2	15.91	16.28	32.14	75.00	69.77	62.50	9.09	13.95	5.36	44	43	56
3	32.65	21.43	11.36	46.94	64.29	70.45	20.41	14.29	18.18	49	42	44
4	48.15	28.89	35.00	48.15	55.56	50.00	3.70	15.56	15.00	54	45	40
5	9.09	25.00	14.71	84.09	68.75	79.41	6.82	6.25	5.88	44	48	34
6	25.00	20.00	28.57	64.29	75.00	48.57	10.71	5.00	22.86	28	40	35
All Grades	27.35	28.13	26.01	61.18	59.02	60.81	11.47	12.84	13.18	340	327	296

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	24.32	14.81	20.83	51.35	72.22	68.75	24.32	12.96	10.42	74	54	48
1	23.40	20.00	20.51	51.06	58.18	69.23	25.53	21.82	10.26	47	55	39
2	22.73	27.91	39.29	70.45	58.14	50.00	6.82	13.95	10.71	44	43	56
3	28.57	30.95	15.91	51.02	42.86	56.82	20.41	26.19	27.27	49	42	44
4	27.78	40.00	37.50	68.52	48.89	37.50	3.70	11.11	25.00	54	45	40
5	70.45	77.08	55.88	25.00	14.58	35.29	4.55	8.33	8.82	44	48	34
6	46.43	70.00	60.00	46.43	30.00	25.71	7.14	0.00	14.29	28	40	35
All Grades	32.94	38.84	34.46	52.65	47.40	50.34	14.41	13.76	15.20	340	327	296

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.70	3.70	0.00	68.92	74.07	62.50	28.38	22.22	37.50	74	54	48
1	6.38	10.91	10.26	23.40	21.82	20.51	70.21	67.27	69.23	47	55	39
2	2.27	4.65	1.79	65.91	53.49	60.71	31.82	41.86	37.50	44	43	56
3	2.04	7.14	0.00	42.86	40.48	34.09	55.10	52.38	65.91	49	42	44
4	9.26	4.44	7.50	61.11	37.78	45.00	29.63	57.78	47.50	54	45	40
5	2.27	14.58	5.88	72.73	68.75	50.00	25.00	16.67	44.12	44	48	34
6	3.57	7.50	8.57	35.71	42.50	45.71	60.71	50.00	45.71	28	40	35
All Grades	4.12	7.65	4.39	55.00	48.62	46.62	40.88	43.73	48.99	340	327	296

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.81	14.81	6.25	28.38	42.59	45.83	60.81	42.59	47.92	74	54	48
1	0.00	1.82	2.56	36.17	49.09	43.59	63.83	49.09	53.85	47	55	39
2	2.27	9.30	5.36	54.55	51.16	66.07	43.18	39.53	28.57	44	43	56
3	12.24	14.29	0.00	61.22	78.57	70.45	26.53	7.14	29.55	49	42	44
4	12.96	11.11	7.50	64.81	60.00	75.00	22.22	28.89	17.50	54	45	40
5	15.91	20.83	2.94	65.91	64.58	70.59	18.18	14.58	26.47	44	48	34
6	17.86	37.50	17.14	67.86	55.00	74.29	14.29	7.50	8.57	28	40	35
All Grades	10.00	14.98	5.74	51.47	56.57	63.18	38.53	28.44	31.08	340	327	296

Conclusions based on this data:

1. Grade 6 students continue to demonstrate strong performance in English language development, with a notable portion achieving at higher levels across all three years.

2. A significant proportion of students in early grades (K–3) remain in Level 2 or below, indicating a need for intensified foundational language support during the primary years.

3. ELPAC interim assessments will be used as a tool to help our English Learner's proficiency.

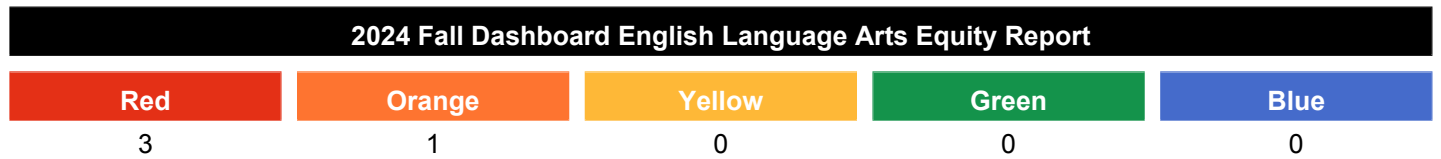# School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
820	**80.7%**	**39%**	**0.9%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	320	39%
Foster Youth	7	0.9%
Homeless	3	0.4%
Socioeconomically Disadvantaged	662	80.7%
Students with Disabilities	63	7.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	1.3%
American Indian	1	0.1%
Asian	7	0.9%
Filipino	4	0.5%
Hispanic	748	91.2%
Two or More Races	5	0.6%
Pacific Islander	1	0.1%
White	34	4.1%

Conclusions based on this data:

1. Sunnyslope student groups enrollment has remained the same from previous year.

2. Eighty percent of our students are socioeconomically disadvantaged. Following a community schools model, our school supports build on the whole child.

3. Culturally relevant curriculum is essential as we have 91.2% 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. ELA, Math, and English Learner Progress are in the orange range. Math and English Learner Progress were in the yellow range the previous year.

2. Chronic absenteeism remains in the yellow range.

3. Suspension rate continues to be in the blue range. Our school has been continuing to focus on restorative practices to support students.

School and Student Performance Data

Academic Performance
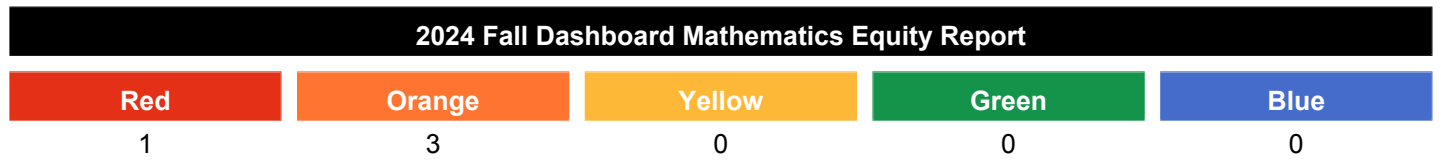## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	0	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
61.6 points below standard	84.5 points below standard	Less than 11 Students
Declined 7.0 points	Declined 5.0 points	
436 Students	184 Students	9 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	70.6 points below standard
		Declined 10.5 points
1 Student	3 Students	362 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
135.8 points below standard	Less than 11 Students	Less than 11 Students
Declined 6.2 points		
45 Students	7 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	63.4 points below standard
		Declined 6.9 points
4 Students	3 Students	395 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	50.4 points below standard
		20 Students
2 Students		

Conclusions based on this data:

1. All student groups scored in the orange with an overall decline in the points below standard.

2. Our Students with Disabilities, socioeconomically disadvantaged, and English Learners declined and are in the red range.

3. Our Hispanic students declined and are in the orange range.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	No Performance Color
70.6 points below standard	82.6 points below standard	Less than 11 Students
Declined 5.7 points	Declined 3.1 points	
440 Students	188 Students	9 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	78.5 points below standard
		Declined 8.2 points
1 Student	3 Students	366 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
134.6 points below standard	Less than 11 Students	Less than 11 Students
Maintained 0.8 points		
45 Students	7 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	71.8 points below standard
		Declined 6.0 points
4 Students	3 Students	399 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	56.4 points below standard
		20 Students
2 Students		

Conclusions based on this data:

1. All student groups scored in the orange with an overall decline in the points below standard.

2. Students with Disabilities did better in math than English Language Arts. While they remain in the red range, they maintained with an 0.8 increase.

3. Our socioeconomically disadvantaged, Hispanic and English Learners declined and are in the orange range.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	No Performance Color
43.6% making progress.	making progress.
Number Students: 236 Students	Number Students: 6 Students

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.

2024 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**
21.2%	35.2%	0%	43.6%

Conclusions based on this data:

1. English learner progress declined by 8.5%. English learner progress moved from the yellow to red range.

2. Most students progressed at least one ELPI Level.

3. Reclassification rates decreased when comparing to the previous year.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
25.4% Chronically Absent	23% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 8.2	Declined 7.3	9 Students
854 Students	339 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	26.5% Chronically Absent
10 Students	6 Students	Declined 8.9
		698 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
37.2% Chronically Absent	38.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Increased 3.9	Declined 11.5	1 Student
86 Students	13 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	25.9% Chronically Absent
7 Students	4 Students	Declined 7.7
		780 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
7.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy	23.5% Chronically Absent
Declined 30.4	1 Student	Declined 7.7
14 Students		34 Students

Conclusions based on this data:

1. Ongoing efforts to communicate the importance of attendance has been successful as chronic absenteeism has declined by 8.2% overall.

2. Attendance team approach in analyzing data by student group has proven to be effective; there was a decrease in chronic absenteeism for English learners, socioeconomically disadvantaged, and Hispanic groups.

3. Students with disabilities had a slight increase in chronic absenteeism which caused a change from the orange range to the red range. There is a need to continue and analyze student with disabilities attendance data throughout the year.

School and Student Performance Data

Conditions & Climate
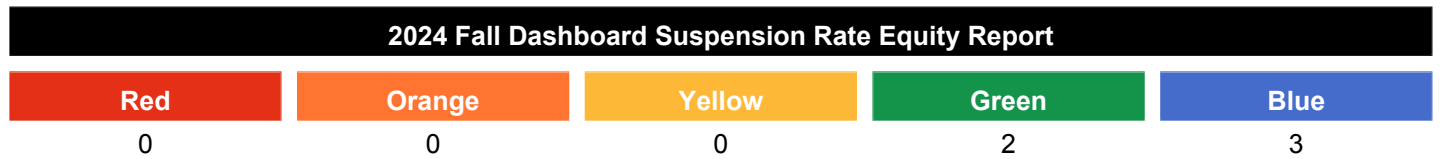## Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	3

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Blue	No Performance Color
0.2% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Maintained 0.2%	Maintained 0%	9 Students
872 Students	345 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0.3% suspended at least one day
Maintained 0%	6 Students	Increased 0.3%
14 Students		714 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Maintained 0%	Maintained 0%	1 Student
87 Students	16 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0.3% suspended at least one day
7 Students	4 Students	Increased 0.3%
		795 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Maintained 0%	1 Student	Maintained 0%
14 Students		34 Students

Conclusions based on this data:

1. Other means of correction continue to be successful in making long-lasting behavioral changes as suspension rate remains in the blue range with a slight 0.2% increase.

2. The number of Hispanic students suspended had a slight 0.3% increase, moving to the green range.

3. Both English learners and students with disabilities remain in the blue range.

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.

-Overall, students scored in the orange (low) performance category in the area of CAASPP ELA. All teachers will continue to focus on structured literacy to ensure students have the foundations to be successful in English Language Arts. There will be a continue emphasis on small group implementation for all students. Differentiation and scaffolding of instruction will effectively address the California State Standards to continue to guide instruction. Teachers will continue to implement NWEA formative assessments throughout the year to identify strengths and areas of improvement. Writing will continue to be a focus throughout all grade levels. Step up to Writing strategies have been introduced to all grade levels. Literacy support teachers support students in grades K-4th, based on student formative assessment data. We will continue to analyze student data to identify which students need tier 2 academic supports.The literacy support teachers have modeled different literacy strategies in several grade levels. State interim assessments will be explored to provide additional formative data to support student instruction.

-Overall, students scored in the orange (low) performance category in the area of CAASPP Math. 4th-6th grade teachers have all participated in professional development focusing on the mathematical practices, math routines, and strategies and models. The math support teacher supports students in grades 1st-3rd based on formative assessment data. We will continue to analyze student data to identify which students need tier 2 academic supports. The mathematics support teacher has modeled different strategies/math routines in several grade levels. 5th grade team administered math interim assessments and future plan is to expand to other grade levels.

-Students in the subgroups of English Learners and Students with Disabilities scored in the red (very low) for CAASPP ELA. Inclusive practices will continue to support students in receiving personalized instruction and multi-tiered support. Literacy support teachers and bilingual language tutors support English Learners with small group tier 2 support based on formative assessment data. We will continue to analyze student English Learner data to provide interventions and supports.

-Students in the subgroups of English Learners and Students with Disabilities scored in the red (very low) performance category for CAASPP Math. Inclusive
practices will continue to support students in receiving personalized instruction and multi-tiered support. Literacy support teachers and bilingual language tutors support English Learners with small group tier 2 support based on formative assessment data. We will continue to analyze student English Learner data to provide interventions and supports.

-English learners scored in the orange (low) performance category in the area of English Learner Progress. 43.6% of students progressed at least one ELPI level, while 35.2% maintained. Reclassification rates decreased compared to the previous year. This year, the ELPAC was administered by on site staff. 5th grade dual immersion teachers began to use the ELPAC interim assessments and future plans is to expand to other grade levels.

-A college and career mindset will continue as we plan ahead. Grade level teams meet during early release days to analyze student data and plan instruction. Education specialists and literacy/math support teachers collaborate with grade level teams to continue to build and refine best instructional practices.

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
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students: -61.6 English Learners: -84.5 Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: -70.6 Students with Disabilities: -135.8 African American: NA Asian: NA Filipino: NA Hispanic: -63.4 Native Hawaiian or Pacific Islander: NA White: -50.4 Two or More Races: NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students: -56.6 English Learners: 79.5 Long-Term English Learners: NA Foster Youth: NA Homeless:NA Socioeconomically Disadvantaged: -65.5 Students with Disabilities: -130.8 African American:NA Asian:NA Filipino:NA Hispanic: -58.4 Native Hawaiian or Pacific Islander: NA White: -45.4 Two or More Races: NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: -70.6 English Learners: -82.6 Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: -78.5 Students with Disabilities: -134.6 African American: NA Asian: NA Filipino: NA Hispanic: -71.8 Native Hawaiian or Pacific Islander: NA White: -56.4 Two or More Races: NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students: -65.6 English Learners: -77.6 Long-Term English Learners: NA Foster Youth :NA Homeless :NA Socioeconomically Disadvantaged: -73.5 Students with Disabilities: -129.6 African American: NA Asian :NA Filipino :NA Hispanic: -66.8 Native Hawaiian or Pacific Islander: NA White : -51.4 Two or More Races: NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Current Percentage of English Learners making progress: 43.6% Status Level:Orange	Current Percentage of English Learners making progress: 48.6% Status Level: Yellow
P4: English Learner Reclassification Rate during 2024-25 School Year	Percentage of English Learners Reclassified: 4.71%	Percentage of English Learners Reclassified: 8%

P8: Other Student Outcomes - NWEA ELA	Achievement Percentile: All Grades: 31st All Grades (EL): 18th All Grades (Students with Disabilities): 10th Grade 1: 19th Grade 2: 29th Grade 3: 30th Grade 4: 31st Grade 5: 33rd Grade 6: 36th	Achievement Percentile: All Grades: 35th All Grades (EL): 22nd All Grades (Students with Disabilities): 14th Grade 1: 23rd Grade 2: 33rd Grade 3: 34th Grade 4: 35th Grade 5: 37th Grade 6: 42nd
P8: Other Student Outcomes - NWEA Math	Achievement Percentile: All Grades: 30th All Grades (EL): 20th All Grades (Students with Disabilities): 10th Grade 1: 24th Grade 2: 31st Grade 3: 31st Grade 4: 33rd Grade 5: 28th Grade 6: 42nd	Achievement Percentile: All Grades: 34th All Grades (EL): 24th All Grades (Students with Disabilities) 14th Grade 1: 28th Grade 2: 35th Grade 3: 35th Grade 4: 37th Grade 5: 32nd Grade 6: 46th

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	Common Core and State Standards (CCSS) Implementation a. Collaborative PD time for staff on implementation and effective strategies for mathematics, ELA/ELD, and technology, including data analysis—2 collaboration/release days per year. b. Implementation of college and career mindset, including a school-wide college and career student events and continued college tours and visits to local universities for students in grades 5-6. c. Implementation of NGSS curriculum to support Next-Generation Science Standards d. Coordinate staff development and in-class support for college and career mindset, technology, technology coordinators, and district personnel. e. Provide Staff Professional Development opportunities for teachers to further their learning in the areas of Mathematics, ELA, Reading Intervention, SLA, Dual Language Immersion, and	All students	22000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 1.1a. Substitutes for teacher collaboration 5000.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries 1.1a Substitutes for teacher collaboration 15000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 1.1 Materials & Supplies 2500.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Laminate for Materials

		Inclusive practices. Opportunities may be in person or virtual. f. Full-Time Elementary Media Center Clerk g. Classroom supplies budget of $250/teacher h. Provide headphones/earbuds for students to complete NWEA and CAASPP assessments. i. Purchase additional library books to replace older books. j. Purchase additional Makerspace supplies to enrich students through STEM activities. k. Testing incentives/assemblies will be offered to encourage students to give their best effort and show growth on the NWEA district benchmark and CAASPP state assessments.		10403.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies
1.2		Intervention a. Targeted ELA and SLA intervention support for TK-6 based on subgroup data using NWEA, ELPAC, CAASPP, and teacher formative assessments to identify students for small group instruction. b. Targeted Math intervention support for TK-6 based on subgroup data using NWEA, CAASPP, and teacher formative assessments to identify students for small group instruction. c. Continue support for Early Literacy/Primary Intervention – supplies and materials to support the primary intervention tier 2 program (reading materials and instructional materials) d. Continue 2 FTE intervention support for early literacy and dual language. e. Partnerships with local universities to support student teachers at Sunnyslope f. Incorporate inclusive practices for all students.	All students, Students in Tier 2 intervention	1000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Hourly 168,151 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries 1.2 d Support Teacher Salary 357,523 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries 1.2 d Support Teacher Salaries (2) 3519.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Copier Maintenance Agreements 250 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Salary, Hrly 20000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 1.2 c Materials and Supplies 1200

			LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Salary, Hrly
1.3	English Language Learner (ELL) Support a. Bilingual Language Tutors (4 @ 3 hrs) will support ELD instruction, in addition to 30 minutes of daily designated ELD (Grades 1-6) and 20 minutes of daily designated ELD (Kindergarten) b. Resources to support QTEL instructional strategies c. Provide release time to the English Language Learner Committee to address the needs of English language learners and plan professional development or gather resources for English language learner instruction. Committee will analyze ELPAC data, collaborate to determine potential student needs and goals, and collect additional data to monitor progress. d. The Extended Day (ELO) enrichment program will address the ELD needs of English learners. e. Release time & teacher hourly pay to support parent meetings. f. Purchase additional support materials for ELD/SLD	English Language Learners	73,126 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 1.3 a Salary, Bilingual Language Tutors 3 hrs (4) 4,029 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries 1.3 a Salary, Bilingual Language Tutor 3 hrs (1) Split Funded 17,720 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries 1.3 a Salary, Bilingual Language Tutors 3 hrs (1) Split Funded 1000 Title III LEP -- 4203 4000-4999: Books And Supplies 1.3 b Materials 3000. LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Support 2000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 1.3.c Substitutes for staff collaboration 659 Title I Parent Involvement -- 3010 1902 1000-1999: Certificated Personnel Salaries 1.3.e. Teacher hourly 2000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 1.3 f Library Books in English and Spanish
1.4	Resources	All Students	10000.00 LCFF Suppl/Conc -- 0707

	a. Purchase supplemental materials to support college and career implementation, ELD, NGSS, technology, & Extended Learning, including print material, web-based supplemental materials, and manipulatives b. Technology and software digital platforms for classroom assessments and instruction. c. Digital Citizenship schoolwide plan to build students' digital literacy and citizenship. d.Provide GATE students with extended opportunities for differentiated instruction. *Extended Day Learning Opportunities (Grades 2 – 6). Provide resources/materials for student activities. with a focus for each trimester. e. Purchase additional Makerspace supplies to enrich students through STEM activities.			4000-4999: Books And Supplies 1.4 a.e. Materials/Supplies 15000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Print Shop 4000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures 1.4 b Software Licenses
1.5	Transition Plan to Kindergarten 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. 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. c. 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.	All TK/Kinder Students		

Annual Review

SPSA Year Reviewed: 2024-25

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.

-Sunnyslope's academic goals are collaboratively developed utilizing formative and summative assessment data. Students take multiple assessments throughout the year, including but not limited to, NWEA, ESGI, Interim

assessments, ELPAC, and CAASPP. The instructional focus this year has been on small group group implementation, structured literacy, mathematics TRU framework, and QTEL strategies.

-Student data is analyzed during early release time and grade level focused meetings to ensure students' success. Systems include programs, strategies, and activities focused on student data and needs. While NWEA results indicate continuous improvements in the areas of English Language Arts and Math, CAASPP results indicate students are in the low performance categories. Professional Development for the following school year will focus on the areas of small group implementation and

-Education specialists and literacy and math support teachers collaborate with classroom teachers to integrate support for IEPs and students below grade level through small group intervention. Small group intervention is provided during guided reading and math intervention blocks.

-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. There will continue to be a focus on small group implementation to provide tier 2 intervention supports.

-A continue focus on English language learners will guide our next steps to supporting them.

-A college and career mindset continued with the use of an agenda or calendar for organization and home to school communication.

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 did not have an English language learner taskforce.

-To support English language learners, there are four 3- hour bilingual language tutors. The strategies/activities will be updated to align with the budget.

-In the Fall, there was an increase to the teachers supply budget (1.1.i) by $100 for the 24-25 school year.

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.

-A college and career readiness and academic school wide focus will continue to be a priority at Sunnyslope. All staff implement high expectations and academic grade-level rigor for all tier 1 instruction and small group instruction for tier 2 academic needs. New allocation to support primary English and Spanish literacy interventions. Collaboration amongst grade level teachers with education specialists and literacy and math support teachers will continue to plan student instruction.

-All teachers participated in QTEL progressional developments to increase academic rigor, high expectations, quality interactions, and sustain a language focus. Resources to support QTEL instructional strategies will be budgeted to continue classroom implementation. There will be a staff English language learner committee created to focus on English learner instructional and social emotional needs.

-Literacy support teachers will work with primary teachers to have school wide focus on literacy interventions. Data will guide which additional grade levels support teachers can work with.

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.

-Overall, students scored in the yellow performance category in the area of chronic absenteeism. Our white student subgroup scored in the orange (low) range and our students with disabilities scored in the red (very low) range. We will continue to analyze data with the attendance team to identify at-risk students. We will continue to have a school wide focus on student attendance as well as meeting the needs of student social emotional well being. Attendance incentives will continue for students; monthly attendance incentives have been motivating students in attending school.

-Overall, students scored in the blue performance category in the area of suspension rates. All student groups scored in the green(high) and blue (very high.) To ensure student safety, activity supervisors will continue with monthly meetings and professional development related to PBIS/SEL strategies.

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: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2025-26 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 93.07% K: 91.48% 1: 92.30% 2: 92.94% 3: 93.98% 4: 92.04% 5: 94.23% 6: 92.22% Source: Student Information System P-2 report	TK: 94% K: 92% 1: 93% 2: 93% 3: 94% 4: 93% 5:95% 6: 93% Source: Student Information System P-2 report

LCFF Priority 5: Chronic Absenteeism Rate K-8 Only	All Students: 25.4% English Learners: 23% Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 26.5% Students with Disabilities: 37.2% African American: 38.5% Asian: NA Filipino: NA Hispanic: 25.9% Native Hawaiian or Pacific Islander:NA White:23.5% Two or More Races: 7.1% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard	All Students: 22.4% English Learners : 20% Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 23.5% Students with Disabilities: 34.2% African American: 35.5% Asian: NA Filipino: NA Hispanic: 22.9% Native Hawaiian or Pacific Islander: NA White: 20.5% Two or More Races: 4.1% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard
LCFF Priority 6: Pupil Suspension Rate	All Students: 0.2% English Learners: 0.0% Long-Term English Learners: NA Foster Youth: 0.0% Homeless: NA Socioeconomically Disadvantaged: 0.3% Students with Disabilities: 0.0% African American: 0.0% Asian: NA Filipino: NA Hispanic: 0.3% Native Hawaiian or Pacific Islander: NA White: 0.0% Two or More Races: 0.0% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard	All Students: 0.0% English Learners: 0.0% Long-Term English Learners: NA Foster Youth: 0.0% Homeless: NA Socioeconomically Disadvantaged: 0.0% Students with Disabilities: 0.0% African American: 0.0% Asian: NA Filipino: NA Hispanic: 0.0% Native Hawaiian or Pacific Islander: NA White: 0.0% Two or More Races: 0.0% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0.0% Source: Data Quest 2023-24	All Students: 0.0%
LCFF Priority 6: School Climate Survey: School Safety	Percent favorable perceptions of student physical and psychological safety at school 61 % Source: Panorama Student Survey	Percent favorable perceptions of student physical and psychological safety at school 66% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Sense of Belonging	Percent favorable of how much students feel they are valued members of the school community. 51% Source: Panorama Student Survey	Percent favorable of how much students feel they are valued members of the school community. 56% Source: Panorama Student Survey

LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 57% Source: Panorama Student Survey	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 62% Source: Panorama Student Survey

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Orderly and Safe Environment a. PBIS materials to support PBIS implementation on campus – instructional materials (staff, parents, student). Routine and strategic teaching of social skills through PBIS with the support of RCOE Coach with PBIS/MTSS. b. Student PBIS Expectations Day with Student Council and support staff to review school wide expectations. (Classes rotate to each location determined by student data and PBIS team.) c. Funding to support PBIS and attendance student incentives - Shakey's Pizza each month, prizes, medals, SNACK attack, certificates, games, stickers, School Spirit T-shirts, printing costs for posters (vinyl and poster papers) d. PBIS collaboration/release time to analyze student data and plan school-wide PBIS program. e. Student incentives for PBIS (Dino Deeds.) 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. g. Health Care Aide (HCA) to support health services. h. Collaboration/release time for staff to collaborate with SST coordinator/MTSS TSA's/Community School TSA to analyse student data and create student intervention. i. Meet monthly with activity supervisors to discuss safety concerns, professional development opportunities, new routines or procedures, and prepare for upcoming events. j. Continue to improve customer service in the office – update decorations and provide a more welcoming environment .	All students	3000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 2.1 PBIS Materials and Incentives 5000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Nutrition services 4000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 2.1 Teacher collaboration 3131 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 2.1 q .Additional time for Activity Supervisors 68,180 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries 2.1 g Health Care Aide Salary 3000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 2.1 iActivity Supervisor Meetings 1500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies

	k. Mental health support will be provided for students in need. A Behavioral Health associate is assigned to Sunnyslope. Student referrals are made by parents, teachers, and other staff members. l. Purchase materials to update the Health Office for the safety of all students. m. Hold routine award assemblies to recognize academic, IEP goals, behavior, and attendance achievement. n. Mandatory use of RAPTOR visitor and volunteer system to provide a safer campus with the purchase of required supplies o. Purchase lanyards to support wearing school badges to provide a safe and welcoming school environment. p Purchase items to build and maintain school garden. q. Additional time for Activity Supervisors to cover the campus when extra coverage is needed and for monthly meetings. r. Ongoing training and necessary materials needed for Addition for added supervision and maintaining a safe and orderly environment. s. Materials for VAPA, Band, Community Schools, Conference Room, and Offices on campus to be a welcoming environment. t. Materials to support students at recess/physical education. u. Student leadership groups, PAL (Peer Assistance Leadership), and Student Council will be involved in developing student events to foster a safe learning environment.		2.1 0 Materials to update the Health Office 2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials for Welcoming Environment 2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Recess Supplemental Materials
2.2	School Safety Plan a. Work with the Safety Coordinator 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 and any Professional development needed. b. Work orders for campus repairs will be made in a timely manner and followed up on their completion c. Purchase materials, as needed, to support the development of our site safety plan. Emergency disaster supplies are reviewed and replaced, as needed.		1500 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 2.1.a. 1500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 2.2.c. safety supplies

Annual Review

SPSA Year Reviewed: 2024-25

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. Our attendance committee includes teachers, classified staff and administrators to review student data. The attendance committee analyzes student data by grade level and subgroups to identify students for SART/SARB. Attendance data is shared at staff and leadership meetings. Daily phone calls are made daily to students who are absent.

-Activity supervisors have monthly meetings with administration to review school wide expectations and the PBIS framework for student discipline.

-Student incentives have continued to be a priority to create a welcoming environment for all students. There are trimester award assemblies, monthly attendance challenges, PBIS Dino Deeds, and Shakeys trips for students who demonstrate our Dino ROAR values.

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

-This year, we did not incorporate the Bucket Filler school wide and did not have a garden club. Through community schools, we plan to get input from the community to expand the garden club.

-There was no behavior intervention plan. The SST coordinator collaborated with different support staff, as needed.

-Due to physical space on campus, we did not have a Calm Room for students. Individual classrooms have the opportunity to attend professional development to have a Calming Corner in their classroom to support students who need to take an SEL break. The community schools TSA began Wellness Wednesdays to create a space for students during recess.

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.

-A safe, orderly, and learning environment will continue to be a priority at Sunnyslope. For a safe campus, a PBIS framework will continue to be implemented. To support students at recess and afterschool, community schools will add additional supplies and supports for students to learn how to play organized games and increase overall engagement. PALS leadership group was added to reflect the new student group.

-To best support student individual needs, the behavior intervention team was removed from being a strategy and collaboration/release time for staff to collaborate with SST coordinator/MTSS TSA's/Community School TSA to analyse student data was added as a new strategy.

-Student attendance will continue to be analyzed in monthly attendance committee meetings to identify which student groups need additional supports or interventions.

-To reflect current practices, a strategy of providing students with mental health resources was added under 2.1.

-To create a welcome environment throughout campus, materials will be budgeted for the Band room, conference room, Community Schools room, and different meeting places throughout campus.

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.

-Overall, students scored in the blue performance category for suspension rate under the conditions and climate category on the CA dashboard. No student subgroups were in the very low or low ranges.

-Sunnyslope is now a Community Schools and will continue to administer needs assessment to collect data and identify what the current school community needs are. The community schools plan will be adjusted to reflect the identified parent and community needs. Family math and literacy nights will continue to be held to engage families and instill literacy practices at home.

-Sunnyslope will continue to work on increasing parent communication through Parent square, social media platforms, an updated marquee, outside shadow windows, Class Dojo, and PeachJar.

-Information to students will be communicated through their teacher. Student Council will continue to create videos to promote school spirit and activities through Dino TV.

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 3: Parent & Family Engagement: LCAP Parent Survey	"The percentage of parents who responded favorably to the question: ""This school encourages parents to be an active partner with the school in educating my child."" 92.3% Source: LCAP Parent Survey Winter 2024-25"	"The percentage of parents who responded favorably to the question: ""This school encourages parents to be an active partner with the school in educating my child."" 96% Source: LCAP Parent Survey Winter 2025-26"
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	"The percentage of staff who responded favorably to the question: ""My school encourages parental involvement (engagement events, volunteerism, etc.)."" 95.1% Source: LCAP Staff Survey Winter 2024-25"	"The percentage of staff who responded favorably to the question: ""My school encourages parental involvement (engagement events, volunteerism, etc.)."" 96% Source: LCAP Staff Survey Winter 2025-26"
LCFF Priority 3: Parent & Family Engagement: LCAP Parent Survey	"The percentage of parents who responded favorably to the question: ""Teachers communicate with parents about what students are expected to learn in class. "" 94.3% Source: LCAP Parent Survey Winter 2024-25"	"The percentage of parents who responded favorably to the question: ""Teachers communicate with parents about what students are expected to learn in class. "" 96% Source: LCAP Parent Survey Winter 2025-26"
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	"The percentage of staff who responded favorably to the question: ""My school effectively communicates with parents/guardians regarding student progress."" 95.1% Source: LCAP Staff Survey Winter 2024-25"	"The percentage of staff who responded favorably to the question: ""My school effectively communicates with parents/guardians regarding student progress."" 96% Source: LCAP Staff Survey Winter 2025-26"

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 a. Use the RAPTOR system and Volunteer Appreciation Ceremony to show appreciation to parents.	All students	1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies

b. Monthly office meetings to discuss customer service ideas, welcoming environment, and parent involvement events (planning childcare, refreshments, etc)		3.1 a Parent Meeting Refreshments 5000. LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 3.1 c Teacher Hourly for Meetings
c. Parent training and student outreach based on site-based parent and student needs (i.e. school programs, PBIS/BSEL, CCSS)		
d. Shared Leadership for all parents (i.e. ELAC, SSC, Community Schools Advisory Council). Provide refreshments & babysitting for parent meetings.		83,983 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries 3.1 m EMCC Salary
e. Selection, Purchase of parent/family support materials (books, etc.)		2117.00 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries
f. Parent Access to technology and resources in the library before school, during lunchtime & afternoon hours.		3.1 d Classified Hourly - Babysitting-translating
g. Use Social Media to build school culture and community involvement.		7000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies
h. Use Q Communication, Parent Square, and ClassDojo to increase effective and frequent communication with parents on student progress.		3.1 e Parent Support Materials
i. Translation of parent meetings and print materials will be made available when needed/requested.		228.00 Title III LEP -- 4203 4000-4999: Books And Supplies
j. Partnership for a Behavioral Health Clinician to support student mental health services		3.1 e Parent Support Materials
k. Partnership with Borrego Health and other services to provide support to students and families		4000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies
l. Student clubs will be supported to increase student engagement at school (i.e. Student Council, PALS).		3.1 c School Event Materials
m. Provide support for reopening the school with additional help in the front office to support families in their native language.		3000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries
n. To encourage Parent and Student Engagement with the use of additional speakers for assemblies with parents		3.1. p & q Classified hourly - translating,Orientation, program design assistance
o. Provide support for families for Back to School Night, Math and literacy night, and other family events.		
p. Provide support for office staff to collaborate and cross-train to learn the responsibilities of each job in the office.		
q. To encourage Parent and Student engagement, create family and cultural events.		

3.2	3.2 Additional Support/Activities a. School Spirit Days (Wednesday-100 Mile Club, Thursday-College shirts, Friday-Sunnyslope shirts). Separate Student Council-sponsored events/spirit days. b. Increased emphasis on parent volunteers in the classroom to promote family involvement c. Continued development of students through Student Council and PAL leadership groups . d. Active Think Together program that will support student activities and student academics during the school day. e. Active staff and parent participation at SST, 504, IEP & Conferences f. Active Sunnyslope Booster Club to support student activities and engagement i. Parent School-based book club such as Cafe Literario j. Community Schools to support Parent Engagement Activities, including, but not limited to, parent workshops, parent meetings and cultural events.	All students	2000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 3.2 a Teacher hourly 4000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 3.2 h Classified, Hourly Babysitting

Annual Review

SPSA Year Reviewed: 2024-25

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 at all events and parent meetings. Our office staff is bilingual, and they are able to support parents and students. We communicate through Parent square, social media platforms, school marquee, outside shadow windows, Class Dojo, and PeachJar. To ensure site safety, all visitors must present an ID that is processed through the RAPTOR scanner. This year a new parent monthly calendar was distributed, in both English and Spanish, to provide parents with the most up to date information on parent/student events.

-The 100 Mile club continues to be a positive program for students, staff, and the community. We have incorporated a few family runs this school year and plan to continue doing so next year.

-Student engagement has continued through awards assemblies. Student council promotes school spirit and events to the school community through Dino TV. Extended learning opportunities (ELO) have continued to be offered this school year to provide additional after school academic learning opportunities. School wide student PBIS incentives, such as Dino Deeds, Snack Attack, and monthly attendance challenges, continue to motivate students to follow expectations and attend school.

-Our community schools TSA will continue to increase parent involvement and activities for parents to be involved on campus.

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, Sunnyslope did not participate in the One School One Book Activity.

-Dual Immersion classes did not hold meetings or workshops each trimester due to incorporating activities into the family literacy event.

-Student leadership continued through student council, however there were no peer mediator groups.

-The parent book club, Cafe literario, did not meet this year; however, parents have indicated that they would like to have the club the following year.

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.

-Student, parent, and community engagement will continue to be a priority at Sunnyslope. For student engagement, Community Schools TSA will implement the PALs (Peer Assistance and Leadership) program to increase students' engagement in peer mediation, conflict resolution, and leadership capacities throughout campus. This is added to Student club opportunities (3.1.l.)

-The Calm Room was removed as a strategy; the Community Schools room will hold different student activities to focus on social-emotional wellness.

-As a community school, we plan to support parent engagement activities through parent workshops and adding cultural events.

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	$209,557.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$946,219.00
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 ($)
Title I Basic -- 3010	$201,274.00
Title I Parent Involvement -- 3010 1902	$2,776.00
Title III LEP -- 4203	$5,507.00

Subtotal of additional federal funds included for this school: $209,557.00

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	$509,686.00
LCFF Suppl/Conc -- 0707	$226,976.00

Subtotal of state or local funds included for this school: $736,662.00

Total of federal, state, and/or local funds for this school: $946,219.00

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	201,274	0.00
Title I Parent Involvement -- 3010 1902	2,776	0.00
Title III LEP -- 4203	5,507	0.00
LCFF Suppl/Conc -- 0707	226,976	0.00
LCFF District -- 500 0707	509,686	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	509,686.00
LCFF Suppl/Conc -- 0707	226,976.00
Title I Basic -- 3010	201,274.00
Title I Parent Involvement -- 3010 1902	2,776.00
Title III LEP -- 4203	5,507.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	568,833.00
2000-2999: Classified Personnel Salaries	266,736.00
4000-4999: Books And Supplies	80,631.00
5000-5999: Services And Other Operating Expenditures	30,019.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	357,523.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	152,163.00

1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	37,500.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	90,457.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	69,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	30,019.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	173,151.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	17,720.00
4000-4999: Books And Supplies	Title I Basic -- 3010	10,403.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	659.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	2,117.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	4,279.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,228.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	739,080.00
Goal 2	94,811.00
Goal 3	112,328.00

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
Marie Araux	Principal
Zoe Garcia	Classroom Teacher
Jacklyn Navarro	Classroom Teacher
Esmeralda Koslik	Classroom Teacher
Eva Gonzalez	Other School Staff
Tamica Munoz	Parent or Community Member
Wendy Reyes	Parent or Community Member
Rocio Garcia	Parent or Community Member
Megan Alfaro	Parent or Community Member
Maggie Elizondo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
[signature]	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 15, 2025.

Attested:

[signature]	Principal, Marie Araux on May 15, 2025
[signature]	SSC Chairperson, Esmeralda Koslik on May 15, 2025

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

    A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1.   The comprehensive needs assessment of the entire school shall:

            a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

            b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

                i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

    B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
   a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. Use methods and instructional strategies that:
      i. Strengthen the academic program in the school,
      ii. Increase the amount and quality of learning time, and
      iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      i. Strategies to improve students' skills outside the academic subject areas;
      ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:

    1. Ensure that those students' difficulties are identified on a timely basis; and

    2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

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