

School Year:

2022-23



## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

**School Name**

Sunnyslope Elementary School

**Address**

7050 38th Street  
Jurupa Valley, CA 92509

**County-District-School (CDS) Code**

33 67090 6106843

**Principal**

Sylvia Bottom

**District Name**

Jurupa Unified School District

**SPSA Revision Date**

May 2022

**Schoolsite Council (SSC) Approval Date**

May 16, 2022

**Local Board Approval Date**

June 13, 2022

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

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# School Vision and Mission

Sunnyslope's mission is to equip students with the critical thinking, communication, collaboration, creative, and technological skills necessary to enable them to compete globally. Our staff is committed to helping each student develop his or her maximum potential regardless of cultural, academic, and socioeconomic background. Teachers work to develop a growth mindset in each of their students. As a result, students "learn without limits."

## School Profile

Describe The students and community and how school serves them.

### The Story

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

All of the Local Control Accountability Plan-LCAP Priorities are addressed in the School Plan under three focus areas. Learning Outcomes, Student Achievement and Engagement. The Local Control Accountability Plan (LCAP) addresses college & career readiness; data driven decision making; safe, orderly environment; and parent, student & community engagement. Sunnyslope's enrollment is approximately 877 students, including Pre-School through Sixth grade. Sunnyslope also has 2 Special Day Classes for Preschool students who have special needs and a Individual Education Plan. The school has a culturally and linguistically diverse population with the main ethnic representation being 92.53% Hispanic, 3.27% White, & 1.52% African American. The school population includes 38% English Language Learners (ELLs) & 79% percent of the students that are socio-economically disadvantaged.

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

## SPSA Highlights

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

The SPSA for Sunnyslope aligns with the LCAP goals of College and Career Readiness; Safe, Orderly, and Inviting Learning Environments; and Student and Community Engagement.

Key features include:

- 1) Dual Language Instruction
- 2) Continuing development of AVID initiatives to support school-wide implementation
- 3) Focus on foundational skills in Reading for primary students
- 4) Furthering Math practices and refining instruction aligned to California State Standards
- 5) Focus on conceptual knowledge and rigorous problem solving techniques.
- 6) Further developing Integrated ELD practices enhanced with academic language structures
- 7) Continuing development of Positive Behavior Programs and Social Emotional Learning to support school culture, safety, and positive learning environment
- 8) Trauma-Informed Training with support of Behavioral Health Specialist
- 9) Increase implementation of technology and making activities to transform learning experiences for student

## Review of Performance – Comprehensive Needs Assessment

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

### Greatest Progress

Suspension Rate indicator – The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020-2021 academic year. 2020-2021 Actual Results: school enrollment was 862 students for 2020-2021 school year. The suspension rate was 0% Overall and for all Ethnic groups. This was lower than the suspension rate for the district, county and state.

Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI) English Learner Actual Progress:

21.39% Level 1 (Minimally Developed)

46.08% Level 2 (Somewhat Developed)

28.31% Level 3 (Moderately Developed)

4.22% Level 4 (We Developed)

Fluent English-Proficient Students-125(14.6%)We plan on improving English Proficiency as measured on the ELPAC by 3% for each level of students.

Sunnyslope's students with disabilities made the most progress on the 2018-2019 CAASPP assessments. In English Language Arts, our students with disabilities increased by 4.1 points. In Math, our students with disabilities increased by 26.8 points. Sunnyslope's suspension and chronic absenteeism rates continue to be in the "green" on California's Accountability System. Our attendance rate is much lower than reported on last dashboard. We will continue to monitor our Special Education population's academic development throughout the 2022-23 school year so that they will continue to make progress.

With the addition of an Assistant Principal and support of Activity Supervisors, behavior on the playground has been reduced. We have also added Peer Mediators who have been trained by the County to help with peer conflict resolution on the playground during recess. SEL lessons are being taught daily to help students to feel more connected to school. The lessons are being taught through short lessons by the classroom teachers. We also have Student Council and Sixth Grade Ambassadors who support Kinder students in the am before school, at the car loop with morning drop-off.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has

determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

We have given the NWEA assessment three times this year. The data has shown that some of our grade levels have made little progress in ELA and Math. Our students in primary grades are at greatest need for ELA and Math. They have had negative progress in ELA in grades Kindergarten-Fourth grade. Our Intervention teachers will focus on primary intervention students to make sure they have a solid foundation in ELA and Math. Our students who are English Learners have the greatest needs. After meeting with SSC, ELAC, and Leadership Team, their input was taken on how to close these academic gaps. We will be adding another Bilingual Tutor to support our English Learners in areas of need since they are the subgroup who had decline on most recent CAASPP.

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

## Performance Gaps

In English Language Arts, all of Sunnyslope's significant subgroups (English language learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities) scored at the "Orange" indicator on the state accountability system in 2018-2019. In Math, English language learners and Students with Disabilities scored at the "Orange" indicator on the state accountability system. Hispanic and Socioeconomically Disadvantaged scored at the "Yellow" indicator in Math on the state accountability system. Reclassified English language learners declined in both assessments while English Only students increased in both assessments.

We have received input from our educational partners through SSC, ELAC, Leadership Team, and Booster Club. We will continue to support students with special needs using an inclusion model with three Resource Specialist Teachers and their instructional aides who provide a push-in model into general education classrooms that support Inclusion. Our Literacy Support teachers will continue to provide reading intervention support with Guided Reading and SIPPS for primary intervention. Our Dual Language Literacy teacher will also support students with Estrellitas in primary grades and also provide support during Guided reading time in Spanish for for Dual Language Learners. During the 2022-23 school year, we will also have a Math Intervention teachers who will support students in the grades most needed based on Fall NWEA and Caaspp scores. We will be receiving new SEL curriculum that support students' emotional needs. We will also use attendance data to reward students for positive attendance because it is an area of great need. Our Booster Club will also work to provide monthly activities to allow families opportunities to feel reconnected to school again.

## Purpose and Description

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

Schoolwide Program

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

As a Title I Schoolwide program, a Comprehensive Needs Assessment is done annually. Stakeholders are directly involved with the SPSA creation and evaluation. Sunnyslope's SPSA includes strategies that support state standards and address the needs of all children. The SPSA addresses the needs of students who are at risk of not meeting grade-level standards and the significant subgroups. Our SPSA implementation is monitored and evaluated by the Leadership team, School Site Council and English Language Learner Advisory Committee. Attendance at SBCP meetings, principal meetings, and annual Budget/Program meetings also provide supports for monitoring and evaluating the SPSA. The SPSA is revised to ensure continuous improvement based on data

analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

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



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	144	138	156
Grade 1	128	119	113
Grade 2	122	129	113
Grade3	112	125	127
Grade 4	119	110	122
Grade 5	114	123	108
Grade 6	113	113	117
<b>Total Enrollment</b>	852	857	856

### Conclusions based on this data:

1. Over the past three years, Sunnyslope's student enrollment has slightly increased even as the district is experiencing declining enrollment.
2. Parents from outside the school's attendance boundaries, enroll their children at Sunnyslope because they want their children to attend the Dual Language Immersion program.
3. Our school has expected enrollment of 887 students for next year which is an increase.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	394	352	338	46.2%	41.1%	39.5%
Fluent English Proficient (FEP)	108	144	125	12.7%	16.8%	14.6%
Reclassified Fluent English Proficient (RFEP)	23	53	12	6.0%	13.5%	3.4%

### Conclusions based on this data:

1. Implementation of Designated and Integrated ELD help our English language learners gain academic English proficiency.
2. Our Bilingual Language Tutors assist teachers of English language learners in providing academic support to our English language learners and that support results in reclassification to English proficiency.
3. More support is needed to help our English language learner population make further academic gains and to support students who have not make adequate progress.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	106	114	129	106	112	0	106	112	0	100	98.2	0.0
Grade 4	121	119	121	119	118	0	119	118	0	98.3	99.2	0.0
Grade 5	116	112	110	115	111	0	115	111	0	99.1	99.1	0.0
Grade 6	115	116	118	114	113	0	114	113	0	99.1	97.4	0.0
All Grades	458	461	478	454	454	0	454	454	0	99.1	98.5	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2374.4	2387.9		6.60	9.82		14.15	21.43		29.25	29.46		50.00	39.29	
Grade 4	2419.7	2414.1		8.40	7.63		19.33	17.80		23.53	26.27		48.74	48.31	
Grade 5	2464.4	2455.1		7.83	8.11		22.61	18.92		29.57	27.93		40.00	45.05	
Grade 6	2519.4	2520.6		8.77	9.73		40.35	37.17		27.19	32.74		23.68	20.35	
All Grades	N/A	N/A	N/A	7.93	8.81		24.23	23.79		27.31	29.07		40.53	38.33	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	8.49	12.50		37.74	48.21		53.77	39.29	
<b>Grade 4</b>	10.08	10.17		43.70	41.53		46.22	48.31	
<b>Grade 5</b>	12.17	9.01		41.74	49.55		46.09	41.44	
<b>Grade 6</b>	14.04	14.16		49.12	50.44		36.84	35.40	
<b>All Grades</b>	11.23	11.45		43.17	47.36		45.59	41.19	

2019-20 Data:

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	3.77	8.93		51.89	40.18		44.34	50.89	
<b>Grade 4</b>	10.92	6.78		48.74	54.24		40.34	38.98	
<b>Grade 5</b>	15.65	10.81		48.70	52.25		35.65	36.94	
<b>Grade 6</b>	18.42	10.62		57.02	67.26		24.56	22.12	
<b>All Grades</b>	12.33	9.25		51.54	53.52		36.12	37.22	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.49	14.29		58.49	63.39		33.02	22.32	
Grade 4	5.04	6.78		71.43	60.17		23.53	33.05	
Grade 5	5.22	11.71		69.57	62.16		25.22	26.13	
Grade 6	7.02	10.62		70.18	72.57		22.81	16.81	
All Grades	6.39	10.79		67.62	64.54		25.99	24.67	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.49	14.29		51.89	53.57		39.62	32.14	
Grade 4	10.92	4.24		48.74	56.78		40.34	38.98	
Grade 5	15.65	13.51		44.35	42.34		40.00	44.14	
Grade 6	39.47	23.01		42.98	60.18		17.54	16.81	
All Grades	18.72	13.66		46.92	53.30		34.36	33.04	

2019-20 Data:

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**Conclusions based on this data:**

1. The latest CAASPP assessment results are from the 2018-2019 school year due to school closures during the pandemic. State assessments were cancelled during the 2019-2020 and 2020-2021 school years. Our students took local assessments for the 2020-2021 school year and did complete the CAASPP assessments during 2021-22 school year.
2. Guided Reading practices and small group instruction will provide students with additional supports in developing reading and writing skills. Primary teachers will also work on Strategic Interventions for Phonemic awareness.
3. We will continue to implement school-wide AVID to support students in becoming college and career ready. We will also focus on primary literacy and writing standards.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	106	114	129	106	112	0	106	112	0	100	98.2	0.0
Grade 4	121	120	121	120	120	0	120	120	0	99.2	100	0.0
Grade 5	116	112	110	116	111	0	116	111	0	100	99.1	0.0
Grade 6	115	115	118	114	113	0	114	113	0	99.1	98.3	0.0
All Grades	458	461	478	456	456	0	456	456	0	99.6	98.9	0.0

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

### 2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2380.0	2389.9		2.83	7.14		18.87	21.43		23.58	21.43		54.72	50.00	
Grade 4	2428.3	2423.0		4.17	3.33		15.00	19.17		40.83	23.33		40.00	54.17	
Grade 5	2452.3	2451.8		6.90	6.31		7.76	9.01		37.93	26.13		47.41	58.56	
Grade 6	2519.3	2531.2		24.56	16.81		16.67	24.78		29.82	34.51		28.95	23.89	
All Grades	N/A	N/A	N/A	9.65	8.33		14.47	18.64		33.33	26.32		42.54	46.71	

### 2019-20 Data:

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	10.38	14.29		30.19	32.14		59.43	53.57	
<b>Grade 4</b>	10.00	10.00		31.67	25.00		58.33	65.00	
<b>Grade 5</b>	10.34	9.01		29.31	29.73		60.34	61.26	
<b>Grade 6</b>	31.58	24.78		30.70	39.82		37.72	35.40	
<b>All Grades</b>	15.57	14.47		30.48	31.58		53.95	53.95	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	5.66	12.50		36.79	34.82		57.55	52.68	
<b>Grade 4</b>	4.17	9.17		47.50	35.00		48.33	55.83	
<b>Grade 5</b>	9.48	7.21		34.48	40.54		56.03	52.25	
<b>Grade 6</b>	17.54	15.93		45.61	54.87		36.84	29.20	
<b>All Grades</b>	9.21	11.18		41.23	41.23		49.56	47.59	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.66	9.82		45.28	49.11		49.06	41.07	
Grade 4	9.17	6.67		44.17	42.50		46.67	50.83	
Grade 5	7.76	4.50		40.52	42.34		51.72	53.15	
Grade 6	28.07	15.93		34.21	56.64		37.72	27.43	
All Grades	12.72	9.21		41.01	47.59		46.27	43.20	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The latest CAASPP assessment results are from the 2018-2019 school year due to school closures during the pandemic. State assessments were cancelled during the 2019-2020 and 2020-2021 school years. Our students took local assessments for the 2020-2021 school year.
2. We will continue to implement the use elements of Daily Math Review, and Math FUN practices to further develop mathematical understanding. We will also have the support of a Math Intervention Teacher next year.
3. We will also have the support of a Math Intervention Teacher next year that will focus on supporting students with Math needs in both English and Spanish.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1419.0	1425.7	1400.8	1431.6	1439.0	1420.0	1389.6	1394.6	1355.8	85	66	65
<b>1</b>	1446.5	1441.5	1422.5	1460.7	1461.5	1447.1	1431.7	1420.9	1397.5	62	71	48
<b>2</b>	1481.1	1474.8	1438.5	1481.9	1483.3	1456.4	1479.9	1465.7	1420.2	54	49	50
<b>3</b>	1474.6	1477.0	1469.6	1472.8	1468.3	1467.4	1475.9	1485.2	1471.3	39	34	59
<b>4</b>	1501.4	1489.8	1496.7	1499.1	1478.6	1500.4	1503.3	1500.6	1492.6	52	48	44
<b>5</b>	1531.2	1527.8	1518.6	1523.9	1510.8	1516.7	1538.0	1544.3	1520.0	53	40	30
<b>6</b>	1549.2	1547.1	1519.4	1547.4	1542.8	1524.2	1550.7	1550.9	1514.1	47	41	36
<b>All Grades</b>										392	349	332

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	17.65	12.12	3.08	47.06	43.94	30.77	28.24	39.39	43.08	*	4.55	23.08	85	66	65
<b>1</b>	*	2.82	0.00	50.00	28.17	18.75	30.65	54.93	39.58	*	14.08	41.67	62	71	48
<b>2</b>	38.89	2.04	2.00	46.30	48.98	16.00	*	46.94	52.00	*	2.04	30.00	54	49	50
<b>3</b>		0.00	0.00	30.77	47.06	23.73	30.77	32.35	61.02	38.46	20.59	15.25	39	34	59
<b>4</b>	21.15	6.25	6.82	46.15	39.58	36.36	25.00	41.67	50.00	*	12.50	6.82	52	48	44
<b>5</b>	39.62	15.00	16.67	47.17	57.50	40.00	*	20.00	30.00	*	7.50	13.33	53	40	30
<b>6</b>	42.55	24.39	8.33	40.43	53.66	41.67	*	19.51	36.11	*	2.44	13.89	47	41	36
<b>All Grades</b>	25.00	8.60	4.22	44.90	43.84	28.31	21.94	38.68	46.08	8.16	8.88	21.39	392	349	332

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	34.12	18.18	4.62	38.82	45.45	47.69	17.65	31.82	29.23	*	4.55	18.46	85	66	65
<b>1</b>	58.06	12.68	18.75	22.58	46.48	22.92	*	39.44	47.92	*	1.41	10.42	62	71	48
<b>2</b>	53.70	26.53	12.00	38.89	53.06	26.00	*	16.33	54.00	*	4.08	8.00	54	49	50
<b>3</b>	*	14.71	8.47	41.03	50.00	38.98	30.77	11.76	38.98	*	23.53	13.56	39	34	59
<b>4</b>	44.23	20.83	18.18	38.46	43.75	61.36	*	22.92	18.18	*	12.50	2.27	52	48	44
<b>5</b>	62.26	35.00	46.67	33.96	42.50	40.00	*	17.50	6.67	*	5.00	6.67	53	40	30
<b>6</b>	65.96	43.90	25.00	27.66	43.90	47.22	*	9.76	25.00	*	2.44	2.78	47	41	36
<b>All Grades</b>	47.45	23.21	16.27	34.44	46.42	40.36	12.50	23.78	33.43	5.61	6.59	9.94	392	349	332

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	14.12	10.61	1.54	14.12	12.12	9.23	56.47	66.67	56.92	15.29	10.61	32.31	85	66	65
<b>1</b>	*	0.00	0.00	*	15.49	12.50	51.61	43.66	27.08	24.19	40.85	60.42	62	71	48
<b>2</b>	29.63	2.04	6.00	38.89	32.65	14.00	*	51.02	24.00	24.07	14.29	56.00	54	49	50
<b>3</b>		0.00	0.00	*	29.41	11.86	30.77	44.12	47.46	56.41	26.47	40.68	39	34	59
<b>4</b>		8.33	2.27	48.08	25.00	13.64	32.69	37.50	45.45	*	29.17	38.64	52	48	44
<b>5</b>	30.19	7.50	13.33	41.51	42.50	16.67	*	40.00	40.00	*	10.00	30.00	53	40	30
<b>6</b>	25.53	17.07	5.56	34.04	26.83	8.33	23.40	43.90	55.56	*	12.20	30.56	47	41	36
<b>All Grades</b>	16.07	6.30	3.31	27.81	24.36	12.05	33.93	47.85	42.77	22.19	21.49	41.87	392	349	332

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	61.18	31.82	4.62	34.12	63.64	78.46	*	4.55	16.92	85	66	65
<b>1</b>	70.97	50.70	16.67	20.97	49.30	75.00	*	0.00	8.33	62	71	48
<b>2</b>	77.78	28.57	14.00	20.37	69.39	78.00	*	2.04	8.00	54	49	50
<b>3</b>	*	8.82	16.95	69.23	73.53	62.71	*	17.65	20.34	39	34	59
<b>4</b>	42.31	16.67	27.27	51.92	64.58	65.91	*	18.75	6.82	52	48	44
<b>5</b>	56.60	15.00	36.67	41.51	75.00	56.67	*	10.00	6.67	53	40	30
<b>6</b>	55.32	26.83	19.44	38.30	65.85	61.11	*	7.32	19.44	47	41	36
<b>All Grades</b>	57.14	28.37	17.47	37.50	64.18	69.58	5.36	7.45	12.95	392	349	332

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	22.35	12.12	12.31	63.53	78.79	64.62	14.12	9.09	23.08	85	66	65
<b>1</b>	40.32	5.63	10.42	50.00	76.06	68.75	*	18.31	20.83	62	71	48
<b>2</b>	44.44	32.65	14.00	48.15	61.22	70.00	*	6.12	16.00	54	49	50
<b>3</b>	30.77	23.53	18.64	53.85	52.94	62.71	*	23.53	18.64	39	34	59
<b>4</b>	53.85	35.42	43.18	40.38	54.17	54.55	*	10.42	2.27	52	48	44
<b>5</b>	75.47	52.50	63.33	20.75	45.00	23.33	*	2.50	13.33	53	40	30
<b>6</b>	80.85	68.29	50.00	*	26.83	47.22	*	4.88	2.78	47	41	36
<b>All Grades</b>	47.45	29.23	26.20	43.88	59.89	58.73	8.67	10.89	15.06	392	349	332

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	12.94	7.58	1.54	76.47	84.85	70.77	*	7.58	27.69	85	66	65
<b>1</b>	17.74	5.63	4.17	46.77	56.34	33.33	35.48	38.03	62.50	62	71	48
<b>2</b>	48.15	8.16	10.00	35.19	81.63	42.00	*	10.20	48.00	54	49	50
<b>3</b>		0.00	0.00	33.33	61.76	50.85	66.67	38.24	49.15	39	34	59
<b>4</b>	*	4.17	4.55	65.38	58.33	50.00	28.85	37.50	45.45	52	48	44
<b>5</b>	22.64	22.50	20.00	62.26	67.50	50.00	*	10.00	30.00	53	40	30
<b>6</b>	38.30	17.07	8.33	*	53.66	27.78	46.81	29.27	63.89	47	41	36
<b>All Grades</b>	20.66	8.88	5.72	51.02	67.05	48.19	28.32	24.07	46.08	392	349	332

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	30.59	19.70	6.15	51.76	53.03	40.00	17.65	27.27	53.85	85	66	65
<b>1</b>	*	1.41	0.00	75.81	47.89	47.92	22.58	50.70	52.08	62	71	48
<b>2</b>	22.22	4.08	4.00	62.96	65.31	28.00	*	30.61	68.00	54	49	50
<b>3</b>	*	11.76	5.08	56.41	73.53	61.02	38.46	14.71	33.90	39	34	59
<b>4</b>	*	12.50	0.00	67.31	70.83	70.45	*	16.67	29.55	52	48	44
<b>5</b>	52.83	17.50	3.33	41.51	80.00	76.67	*	2.50	20.00	53	40	30
<b>6</b>	*	36.59	5.56	78.72	63.41	86.11		0.00	8.33	47	41	36
<b>All Grades</b>	22.70	13.75	3.61	61.48	62.46	55.42	15.82	23.78	40.96	392	349	332

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The vast majority of Sunnyslope's English language learners scored at the somewhat/moderately developed levels for all of the 2020 ELPAC domains: Listening, Speaking, Reading, and Writing. More students scored at the Well Developed level in Listening and Speaking than in Reading and Writing.
2. During the 2021-2022, teachers did have access to ELlevation platform which provides several differentiated resources to apply during instruction. The platform communicates with Q and provides specific instructional resources based on student proficiency levels. They will continue to have access to ELlevation during the 2022-2023 school year too and will benefit from more specific professional development with this platform.
3. The EL Task force will work with students who have been plateaued at the mid level for multiple years.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

### 2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>856</b>	<b>75.2</b>	<b>39.5</b>	<b>0.2</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

### 2019-20 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	338	39.5
Foster Youth	2	0.2
Homeless	1	0.1
Socioeconomically Disadvantaged	644	75.2
Students with Disabilities	69	8.1

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	19	2.2
American Indian or Alaska Native	1	0.1
Asian	7	0.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	4	0.5
Hispanic	776	90.7
Two or More Races	8	0.9
Native Hawaiian or Pacific Islander	1	0.1
White	29	3.4

**Conclusions based on this data:**

1. Sunnyslope has a diverse student population. As a school we need to work towards providing equitable instruction to help our students achieve at high levels.
2. The largest student subgroup is Socioeconomically Disadvantaged students. Sunnyslope's focus must be to provide instruction that prepares students to compete globally.
3. The second largest student subgroup is English language learners. English language learners need to provided multiple opportunities to develop English proficiency. Instruction must incorporate listening, speaking, reading, and writing opportunities in English.

# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

##### Mathematics



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Green

#### Conditions & Climate

##### Suspension Rate



Green

#### Conclusions based on this data:

1. CAASPP ELA Data  
School: -39.3 points below standard; maintained

SED: -46.1 points below standard; maintained  
EL: -56.6 points below standard; declined 10.3 points  
SWD: -97.3 points below standard; increased 4.1 points

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

2.

**CAASPP Math Data**

School: -49.8 points below standard; increased 3.7 points  
SED: -54 points below standard; increased 6.5 points  
EL: -61 points below standard; declined 4.5 points  
SWD: -103.2 points below standard; increased 26.8 points

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

3.

**Chronic Absenteeism Data: (2019)**

7.6% (Green)

**Suspension Data:**

0.8% (Green)

# School and Student Performance Data

## Academic Performance English Language Arts

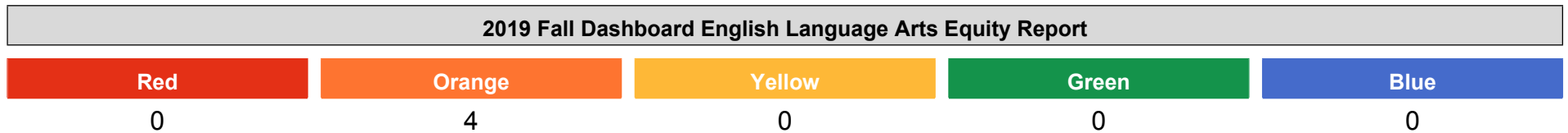
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Performance for All Students/Student Group**

**All Students**


  
 Orange

38.4 points below standard

Maintained ++0.9 points

441

**English Learners**


  
 Orange

56.1 points below standard

Declined -9.8 points

240


**Foster Youth**

  
 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy


3

**Homeless**

  
 No Performance Color

0 Students

**Socioeconomically Disadvantaged**


  
 Orange

45.3 points below standard

Maintained ++1.9 points

362

**Students with Disabilities**









  
 Orange

96 points below standard

Increased ++5.4 points

58

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 39.8 points below standard Maintained ++1.9 points 412	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 29.4 points below standard Maintained -2 points 17

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
93.8 points below standard Declined -6.5 points 149	5.6 points above standard Declined Significantly -16 points 91	23.6 points below standard Increased ++5.5 points 169

**Conclusions based on this data:**

- Sunnyslope has moved to an inclusion model of instruction. Classroom teachers will continue to provide first-best instruction and they will be working closely with Education Specialists and intervention teachers to support students.



2. Instructional assistants and Bilingual Language Tutors will also work with classroom teachers to work on specific literacy skills to address the diverse student needs.
3. Instructional assistants and Bilingual Language Tutors will receive additional training in Guided Reading and SIPPS.

# School and Student Performance Data

## Academic Performance Mathematics

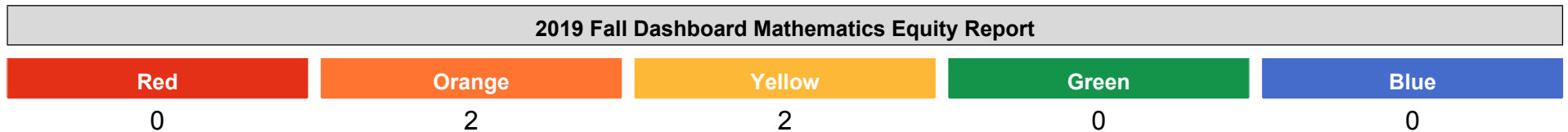
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Performance for All Students/Student Group**

**All Students**


  
 Yellow

49.8 points below standard

Increased ++3.7 points

441

**English Learners**


  
 Orange

61 points below standard

Declined -4.5 points

240

**Foster Youth**


  
 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3

**Homeless**

**Socioeconomically Disadvantaged**


  
 Yellow

54 points below standard

Increased ++6.5 points

362

**Students with Disabilities**








  
 Orange

103.2 points below standard

Increased Significantly  
++26.8 points

58

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 51.1 points below standard Increased ++4.9 points 412		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 51.9 points below standard Declined Significantly -19.3 points 17

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
88 points below standard Maintained ++2.5 points 149	16.7 points below standard Declined Significantly -16.6 points 91	42.7 points below standard Increased ++7.5 points 169

**Conclusions based on this data:**

1. Small group instruction and differentiation strategies will continue to be implemented during the Math block to reach all learners. Specific mathematical skills must be the focus of Mathematics instruction to make the California State Standards comprehensible.
2. Classroom teachers can collaborate with Education Specialists to meet the diverse needs of Sunnyslope's student population.

- 
- 
3. The Math Intervention will support students with Mathematics in English and Spanish.

# School and Student Performance Data

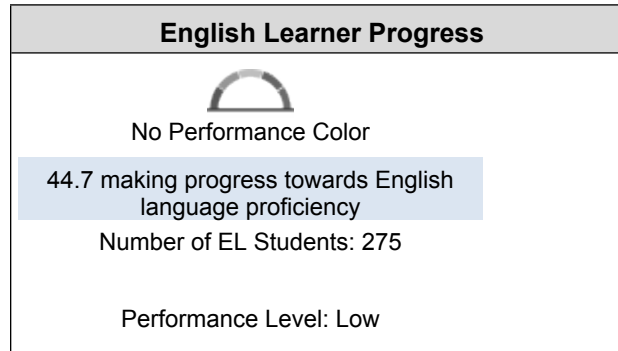
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 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
25.4	29.8	2.1	42.5

#### Conclusions based on this data:

1. Due to Distance learning, the ELPAC was administered virtually for the 2020-2021 school year.
2. Professional development opportunities in the area of language development will be provided to teachers so that they can better address the needs of our English language learners. A large number of teachers have already received training in the GLAD (Guided Language Acquisition Design) Model. Through teacher collaboration, those that have been trained can share their knowledge with the rest of the teachers through structured PD opportunities.

- 
- 
3. Our teaching practices have to allow for ample oral vocabulary development through the use of expressive language. English language learners must be given multiple opportunities to practice listening, speaking, reading, and writing skills.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



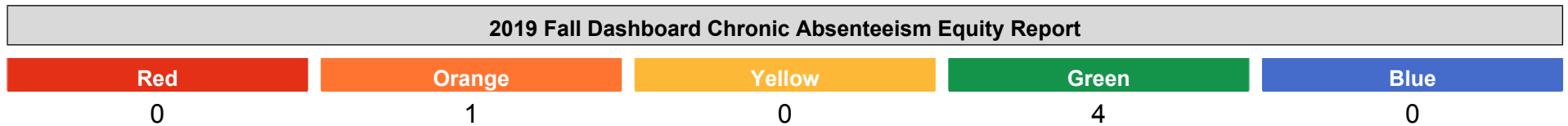
Green



Blue

Highest Performance

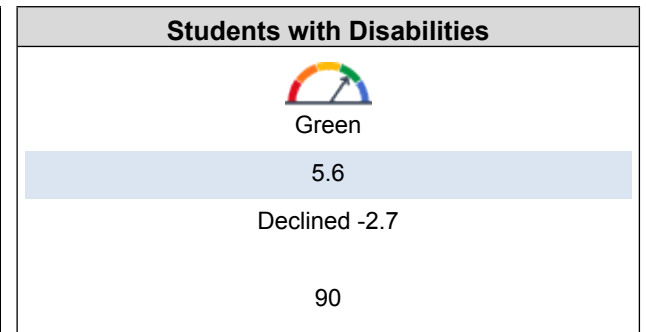
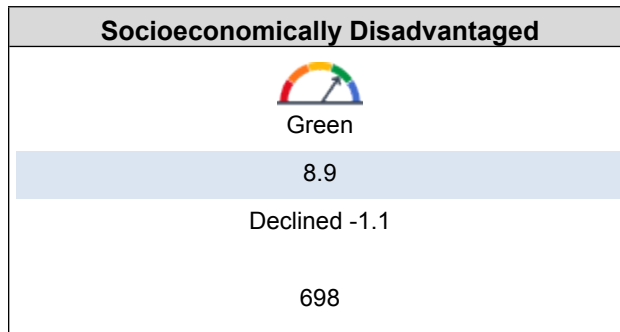
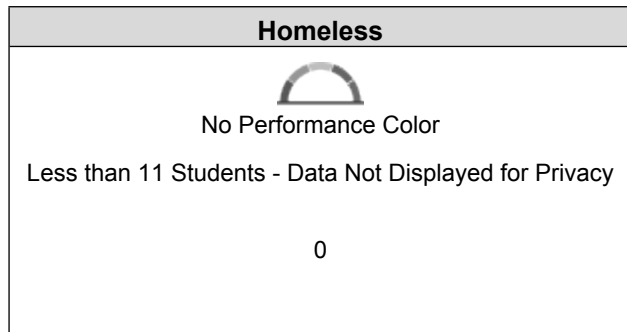
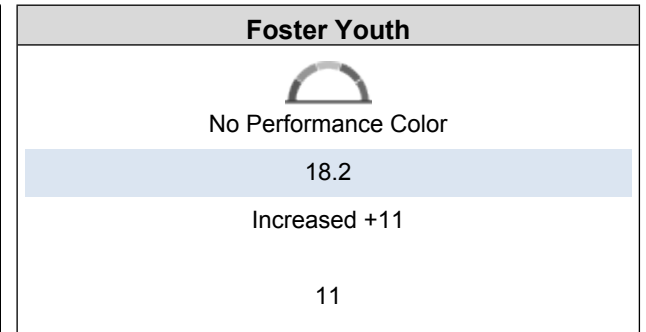
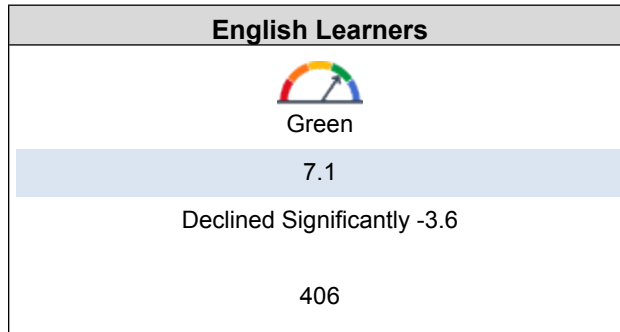
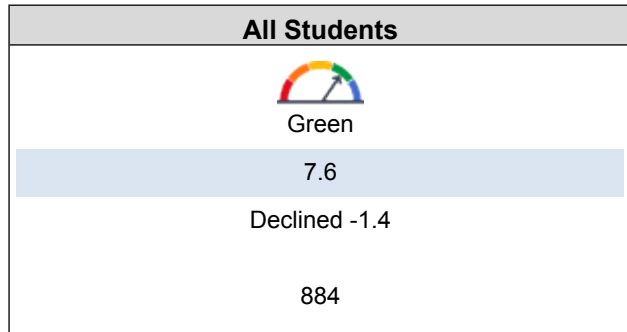
This section provides number of student groups in each color.











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.



**2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group**



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 7 Declined -2.1 815	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 9.4 Increased +6.1 32

**Conclusions based on this data:**

- In an effort to alleviate chronic absenteeism, our school will continue to implement incentive strategies such as snack attack and monthly classroom recognition for perfect attendance. We will also be passing the attendance trophy to the class with the highest attendance rate each month.
- The foster student subgroup was the only group that showed an increase in the absenteeism rate. We must reach out to their families to offer resources that they may need in order to increase their attendance.
- Application of reengagement efforts will be a priority during the 2022-2023 school year to ensure our chronic absenteeism rate improves. During the 2020-21 school year we had an average of 13.7% of our students who were chronically absent. Here is the breakdown by sub groups:  
 English Learners: 13.4%  
 Students with Disabilities: 12%  
 Socioeconomically Disadvantaged: 15.3%  
 Our school average was still below the District, County and State.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

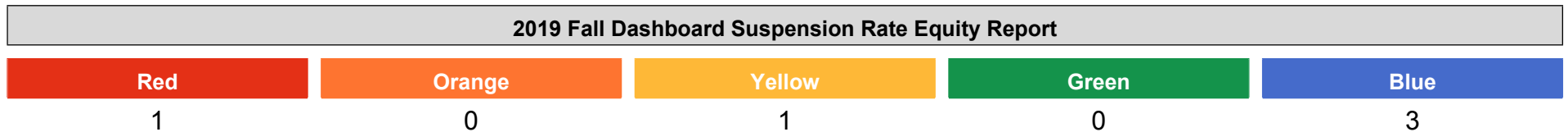
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

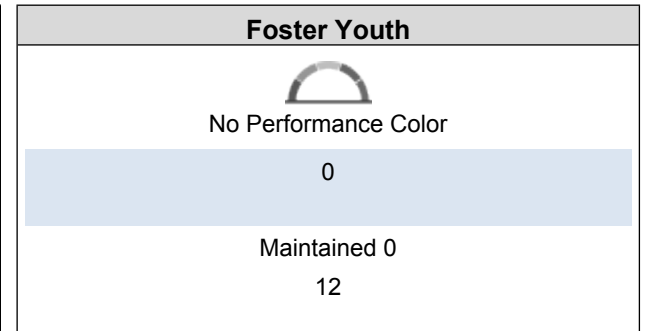
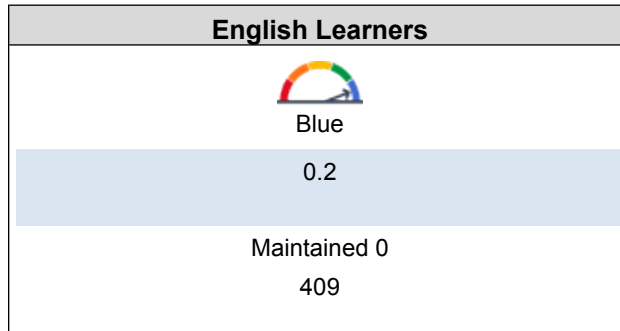
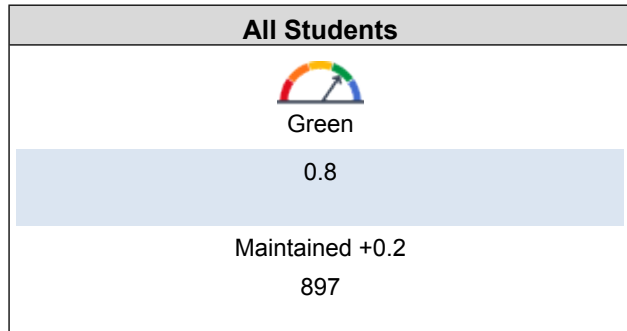


This section provides number of student groups in each color.

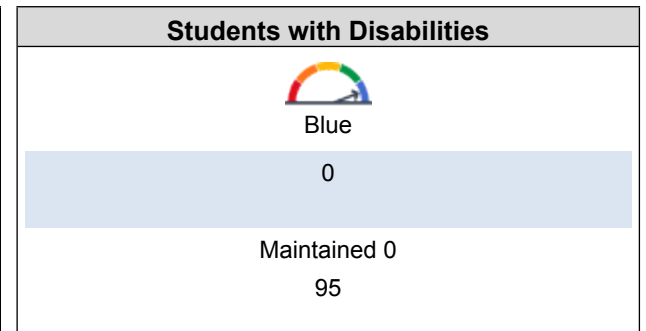
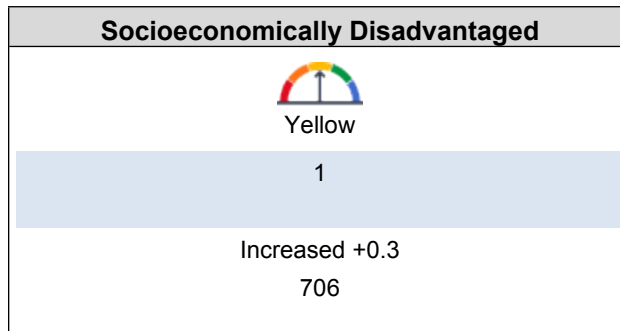


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.









**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



<b>Homeless</b>
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**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

<p align="center"><b>African American</b></p> <p align="center"> No Performance Color</p> <p align="center">0</p> <p align="center">Maintained 0 12</p>	<p align="center"><b>American Indian</b></p> <p align="center"> No Performance Color</p> <p align="center">Less than 11 Students - Data Not</p> <p align="center">3</p>	<p align="center"><b>Asian</b></p> <p align="center"> No Performance Color</p> <p align="center">Less than 11 Students - Data Not</p> <p align="center">8</p>	<p align="center"><b>Filipino</b></p> <p align="center"> No Performance Color</p> <p align="center">Less than 11 Students - Data Not</p> <p align="center">3</p>
<p align="center"><b>Hispanic</b></p> <p align="center"> Blue</p> <p align="center">0.5</p> <p align="center">Maintained -0.1 824</p>	<p align="center"><b>Two or More Races</b></p> <p align="center"> No Performance Color</p> <p align="center">Less than 11 Students - Data Not</p> <p align="center">9</p>	<p align="center"><b>Pacific Islander</b></p> <p align="center"> No Performance Color</p> <p align="center">Less than 11 Students - Data Not</p> <p align="center">5</p>	<p align="center"><b>White</b></p> <p align="center"> Red</p> <p align="center">6.1</p> <p align="center">Increased +6.1 33</p>

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0.6	0.8

**Conclusions based on this data:**

1. CDE Dashboard Suspension Indicator:  
\*0.8% (green),  
We will continue to use PBIS and SEL strategies across the grade-levels to support our students.
2. We will continue to implement morning meetings to help students develop relationships with their peers, teachers, and staff. Teachers will use new SEL curriculum to help students with their emotions.
3. The data was from 2019-20. During the 2021-2022 school year, we have already had 7 suspensions.

# Goals, Strategies, & Proposed Expenditures

## Goal 1.0

College and Career Readiness

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

Sunnyslope will continue participating in Impact Teams next year. It is expected that teachers who will participate in Impact Teams will receive release time to meet, plan, and analyze data. AVID will continue to be a focus at our school to help foster college and career readiness. Our Intervention Teachers will continue to support our students in developing literacy skills. BLTs will continue to support our English language learners. Resource Specialists and Instructional Aides will continue to support our Special Education students through the Inclusion process. Support staff will collaborate with general education teachers to improve student academic achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide assessments ELA Data Dashboard	Maintain use of 2019 CAASPP Data Dashboard with +3% improvement on 2021-2022 CAASPP.	We plan to improve on ELA CAASPP +3% for all subgroups.  We plan to improve on ELA CAASPP by + 3% for all subgroups 2021-22 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted. New baseline will be set.
P4: Statewide assessments Math Data Dashboard	Maintain use of 2019 CAASPP Data Dashboard with + 3% improvement on 2021-2022 CAASPP.	We plan to improve on Math CAASPP +3% for all subgroups. 2021-22 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted. New baseline will be set.
P4: Statewide assessments ELPAC	English Learner Actual Progress:	English Learner Actual Progress:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	21.39% Level 1 (Minimally Developed) 46.08% Level 2 (Somewhat Developed) 28.31% Level 3 ( Moderately Developed) 4.22% Level 4 (We Developed) Fluent English-Proficient Students-125(14.6%)	21.39% Level 1 (Minimally Developed) 46.08% Level 2 (Somewhat Developed) 28.31% Level 3 ( Moderately Developed) 4.22% Level 4 (We Developed) Fluent English-Proficient Students-125(14.6%) We plan on improving English Proficiency as measured on the ELPAC by 3% for each level of students.
P8: Other student outcomes	Reclassified students: 11(3.1%) in 2021-2022	Reclassified students: 11(3.1%) in 2021-2022. We plan to increase the number of reclassified students by 50%.
P8: Other student outcomes - SBAC Reading Claim #1	We did administer the NWEA assessment for Reading. "Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met: 33% Nearly Met: 35% Met: 25 Exceeded: 7% School Results: Fall 2021-22 NWEA ELA Data: K 53% students scored average to high average 1st 35% students scored average to high average 2nd 18% students scored average to high average 3rd 35% students scored average to high average 4th 34% students scored average to high average 5th 24% students scored average to high average 6th 50% students scored average to high average The students in grades Kindergarten and Sixth grades have at least half of their students at the Average or above range. The students in second grade are fall below.  Spring 2021-22 NWEA ELA Data: K 20% students scored average to high average-Down 33% 1st 24% students scored average to high average-Down by 11% 2nd 12% students scored average to high average-Down by 6%	We did administer the NWEA assessment for Reading. "Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met: 33% Nearly Met: 35% Met: 25 Exceeded: 7% School Results: Fall 2021-22 NWEA ELA Data: K 53% students scored average to high average 1st 35% students scored average to high average 2nd 18% students scored average to high average 3rd 35% students scored average to high average 4th 34% students scored average to high average 5th 24% students scored average to high average 6th 50% students scored average to high average The students in grades Kindergarten and Sixth grades have at least half of their students at the Average or above range. The students in second grade are fall below.  Spring 2021-22 NWEA ELA Data: K 20% students scored average to high average-Down 33% 1st 24% students scored average to high average-Down by 11% 2nd 12% students scored average to high average-Down by 6%

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



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		We would like to increase the percentage of proficient and advanced students by 10%.
P8: iStation	We did not use iStation this year but instead used NWEA assessments instead.	We would like to increase the percentage of students at high-average by +3%.
P8: iStation	We did not use iStation this year but instead used NWEA assessments instead.	We would like to increase the percentage of students at the high-average level by +3%.
P8: iStation	We no longer have iStation this year. We will have Aprenda data for 1st and 2nd grade students.	We hope to show good progress on Aprenda.
P8: iStation	Our (Dual Immersion) students in grades 3-6 did take the CSI assessment in Spanish in spring.	We would like to increase the percentage of students at the in the CSI assessment.
P8: iStation	<p>We did not use iStation this year but instead administered the NWEA assessments:  Results for Math NWEA:  Fall 2021-22 NWEA Math Data:  K 47% students scored average to high average  1st 28% students scored average to high average  2nd 22% students scored average to high average  3rd 20% students scored average to high average  4th 10% students scored average to high average  5th 12% students scored average to high average  6th 31% students scored average to high average  The students in All grade levels are below the Average in Mathematics standards as assessed on the NWEA assessment.</p> <p>Spring 2021-22 NWEA Math Data:  K 35% students scored average to high average- Down by 10%  1st 19% students scored average to high average- Down by 9%  2nd 20% students scored average to high average- Down by 1%</p>	<p>We did not use iStation this year but instead administered the NWEA assessments:  Results for Math NWEA:  Fall 2021-22 NWEA Math Data:  K 47% students scored average to high average  1st 28% students scored average to high average  2nd 22% students scored average to high average  3rd 20% students scored average to high average  4th 10% students scored average to high average  5th 12% students scored average to high average  6th 31% students scored average to high average  The students in All grade levels are below the Average in Mathematics standards as assessed on the NWEA assessment.</p> <p>Spring 2021-22 NWEA Math Data:  K 35% students scored average to high average- Down by 10%  1st 19% students scored average to high average- Down by 9%  2nd 20% students scored average to high average- Down by 1%  3rd 19% students scored average to high average- Down by 1%</p>

**Metric/Indicator**

**Baseline/Actual Outcome**

**Expected Outcome**

	<p>3rd 19% students scored average to high average- Down by 1% 4th 9% students scored average to high average- Down by 1% 5th 16% students scored average to high average- Up by 4% 6th 35% students scored average to high average- Up by 14% The majority of our grade levels had a decrease in average to high average percentages except for 5th and sixth grades which had an increase.</p>	<p>4th 9% students scored average to high average- Down by 1% 5th 16% students scored average to high average- Up by 4% 6th 35% students scored average to high average- Up by 14% The majority of our grade levels had a decrease in average to high average percentages except for 5th and sixth grades which had an increase. We would like to increase the percentage of students in average to high average by +3%.</p>
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**Planned Strategies/Activities**

**Action 1.1**

1.1 CCSS Implementation

	<p><u>X</u> Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Collaborative PD time for staff on UoS implementation and effective strategies for mathematics, ELA/ELD, and technology including data analysis – 2 release 1/2 days/year from site budget.</p> <p>b. Fully implement Transitional Kindergarten (TK) curriculum aligned to California Standards-based on the district-developed bridge between preschool foundational learning skills to Kindergarten California Standards, provide assessments and data collection for TK students through baseline, benchmark, portfolios, and data collection.</p> <p>c. Implementation of AVID schoolwide, including continued staff development through AVID Path training, BOOST training, AVID Summer Institute, and college tours and visits to local universities for students in grades 4-6.</p>	<p><u>X</u> All Students</p>	<p>1.1aSubstitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$6111</p> <p>1.1 i Materials &amp; Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6540</p> <p>1.1f Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$7440</p>

- d. Implementation of new of NGSS curriculum to support Next-Generation Science Standards
- e. Coordinate staff development and in-class support for AVID, UoS implementation, technology, technology coordinators, and district personnel.
- f. Provide conference opportunities for teachers to support CSS implementation, Inclusion, AVID, Impact Teams, and primary literacy intervention.
- g. Provide release time for primary teachers to assess student progress in early literacy using progress monitoring, benchmark assessments, and SIPPS.
- h. Full-Time Elementary Media Center Clerk
- i. Classroom supplies budget of \$200/teacher
- j. Provide resources or consultants for the implementation of intensive interventions for students.

1.1f Travel/Conferences  
5000-5999: Services And Other Operating Expenditures  
LCFF Suppl/Conc -- 0707  
\$3000

1.1d Materials & Supplies  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$1222

Laminate for Materials  
5000-5999: Services And Other Operating Expenditures  
LCFF Suppl/Conc -- 0707  
\$500

Mileage  
5000-5999: Services And Other Operating Expenditures  
LCFF Suppl/Conc -- 0707  
\$200

Printing Supplies  
5000-5999: Services And Other Operating Expenditures  
LCFF Suppl/Conc -- 0707  
\$3511

1.1j Consultant  
5800: Professional/Consulting Services And Operating Expenditures  
LCFF Suppl/Conc -- 0707  
\$583

Materials and Supplies  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$6713

1.1a. Substitutes for teaching planning  
1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$3389

## Action 1.2

### 1.2 Intervention

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
a. Provide additional time in the instructional day to allow for Language Arts and Dual Immersion strategic intervention/foundational skills aligned CCSS.	<u>X</u> All Students	1.2 a Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$8167
b. Provide GATE students with extended opportunities for differentiated instruction. *Extended Day Learning Opportunities (Grades 1 – 6) with a focus for each trimester	<u>X</u> All Students	1.2 b Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4861
c. Continue K-3 support for Early Literacy/Primary Intervention – supplies and materials to support primary intervention program (guided reading materials and instructional materials)	<u>X</u> All Students	1.2 d Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$141,029
d. Continue 2 FTE intervention support for early literacy and dual language.	<u>X</u> All Students	1.2 d Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$70,280
e. Partnerships with local Universities to support student teachers at Sunnyslope	<u>X</u> All Students	1.2 d Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$70,280
g. AVID Responsibility Room will be phased-in to support AVID Strong strategies to support the needs of students reading below grade, support reading comprehension, and increase academic vocabulary.	<u>X</u> All Students	Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2500
h. Incorporate inclusive practices for all students.	<u>X</u> All Students	Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1350
I. Create an English Language Learner Task Force to address the needs of English language learners	<u>X</u> All Students	Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$250
	<u>X</u> All Students	1.1 c Materials and Supplies 4000-4999: Books And Supplies

LCFF Suppl/Conc -- 0707  
 \$6308  
 Salary, Clerk, Hrly  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$1200

**Action 1.3**

1.3 EL Support

X Modified Action

**Planned Actions/Services**

- a. Bilingual Language Tutors (4 @ 3 hrs, and 1 @ 6 hrs.) will support ELD instruction, in addition to 30 minutes of daily designated ELD (Grades 1-6) and 20 minutes of daily designated ELD (Kindergarten).
- b. Purchase Additional support materials for ELD
- d. Provide release time and supports to analyze ELPAC data, collaborate to determine potential student needs and goals, and collect additional data to monitor progress. Provide time for Bilingual Language Tutors to support students with practice for ELPAC testing.
- e. The curriculum of Extended Day (ELO) will address the ELD needs of English learners.
- f. Release time & teacher hourly pay to support Dual-Immersion parent meetings once each trimester.
- g. Provide release time to the members of the English Learner Task Force to plan professional development or gather resources for English language learner instruction and to provide time for collaboration with DI Teachers.
- h. Purchase additional library bookstore replace older books.
- i. Purchase additional Makerspace supplies to enrich students through STEM activities.

**Students to be served**

X Other student group(s) English learners

**Budget and Source**

1.3 a Salary, Bilingual Language Tutors 3 hrs (2), 6 hrs (1)  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$27,444

1.3 a Salary, Bilingual Language Tutor 3 hrs (1)  
 2000-2999: Classified Personnel Salaries  
 Title III LEP -- 4203  
 \$5,240

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

1.3 a Salary, Bilingual Language Tutors 3 hrs (2), 6 hrs (1)  
 2000-2999: Classified Personnel Salaries  
 Title I Basic -- 3010  
 \$70,120

Hourly, Instructional Aide  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$1123

1.3 b ELD Supplemental Materials  
 4000-4999: Books And Supplies  
 Title III LEP -- 4203

		\$1321
		1.3 b Spanish Library Books 4000-4999: Books And Supplies Title III LEP -- 4203 \$2000
		Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000
		Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000
		1.3 h Library Books in English and Spanish 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000
		1.3 a Salary, Bilingual Language Tutor 3 hrs (1) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$25000
		1.3 i Makerspace Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000

## Action 1.4

### 1.4 Resources

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Purchase additional materials to support AVID implementation, UoS, ELD, NGSS, technology, & Extended Learning including print material, web-based supplemental materials, and manipulatives	<u>X</u> All Students	1.4 a Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000
b. Supplemental ELA/ELD, Mathematics & NGSS materials		

c. Digital Resources including school wide licenses for MobyMax, ESGI, and Wowerz.

d. Technology and software support for classroom integration.

f. Development of Makers Space activities and spaces to support inquiry and STEM.

g. Digital Citizenship schoolwide plan to build students digital literacy and citizenship.

Print Shop  
5000-5999: Services And Other Operating Expenditures  
LCFF Suppl/Conc -- 0707  
\$6489

1.4 c Software Licenses  
5000-5999: Services And Other Operating Expenditures  
LCFF Suppl/Conc -- 0707  
\$16880

## Action 1.5

1.5 Transition Plan to Kindergarten

X

Unchanged Action

### Planned Actions/Services

### Students to be served

### Budget and Source

a. The school will communicate to parents the board policies and other requirements of Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents.

b. Pre-school age will be invited to visit the TK/Kinder classrooms, the office, and the cafeteria to become familiar with the rest of the campus following all health recommendations. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students. Registration information for preschool will be made available in the front office.

X

Other student group(s)  
Preschool/Head Start

## Action 1.6

1.6 Communication Enhancement Program

X

Unchanged Action

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



# Goals, Strategies, & Proposed Expenditures

## Goal 2.0

Safe, Orderly and Inviting Learning Environment

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School attendance rate	Here are our Average Daily Attendance by grade level: TK: 85.92% Kindergarten: 89.12 First: 90.5% Second: 91.1% Third: 91.55 Fourth: 92.36% Fifth: 93.49% Sixth: 93.21%	Here are our Average Daily Attendance by grade level: TK: 85.92% Kindergarten: 89.12 First: 90.5% Second: 91.1% Third: 91.55 Fourth: 92.36% Fifth: 93.49% Sixth: 93.21% We plan to increase our school attendance by 3%.
P5 Chronic Absenteeism rate	During the 2020-21 school year we had an average of 13.7% of our students who were chronically absent. Here is the breakdown by sub groups: English Learners: 13.4% Students with Disabilities: 12% Socioeconomically Disadvantaged: 15.3%	During the 2020-21 school year we had an average of 13.7% of our students who were chronically absent. Here is the breakdown by sub groups: English Learners: 13.4% Students with Disabilities: 12% Socioeconomically Disadvantaged: 15.3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Our school average was still below the District, County and State.	Our school average was still below the District, County and State. We plan to decrease chronic absenteeism by 3%.
P6 Pupil Suspension rate	During the 2020-21 school year we had 0% of students suspended. Here is the breakdown by sub. groups: African American:0% Hispanic/Latino: 0% White: 0% Our overall school average is way below the District, County, and State.	We plan to improve the suspension rate from this year since we did have 7 suspensions this year.
P6 Surveys of pupils, parents, teachers on sense of safety - LCAP Survey	LCAP Student Survey, Spring 2022 Results: "How often do you worry about violence at your school?" 46% responded "Almost Never" or "Once in a while"	Increase student sense of safety by 5%.  Increase parent satisfaction, sense of safety, and perception of a welcoming environment by 5%.  Increase staff sense of safety and school climate by 5%.
P6 School Environment, School Connectedness, and Academic Motivation -LCAP Survey	LCAP Teacher Survey, Spring 2022 Results: "For students who need extra support, how difficult is it for them to get the support that they need?" 45% responded "Not at all difficult"or "lightly difficult"	Increase the previously noted indicators by 5% for students to receive extra support.
P6 Survey of parents on Diversity.-LCAP Survey	LCAP Parent/Family Survey, Spring 2022 Results : "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 64 % responded "Quite Well" or "Extremely Well"	Increase the previously noted indicators by 5% for parents to feel we are improving on diversity and inclusion.

## Planned Strategies/Activities

### Action 2.1

#### 2.1 Orderly and Safe Environment

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. PBIS/BSEL Resource materials to support PBIS/BSEL implementation on campus – instructional materials (staff, parents, student). Routine and strategic teaching of social skills through PBIS with the support of RCOE Coach with PBIS/MTSS.</p> <p>b. Continue with Social Skills Day at the beginning of the year with Student Council and support staff (Classes rotate to each location determined by our PBIS Expectation by location posters to review expectations in that location).</p> <p>c. Funding to support PBIS/BSEL incentive programs and attendance incentives in place – Bucket Filler lunch at Shakey’s pizza each month, prizes, medals, SNACK attack, certificates, games, stickers, School Spirit T-shirts, printing costs for tickets and posters (vinyl and poster papers)</p> <p>d. Schedule monthly PBIS/BSEL meetings to refine and improve our PBIS/BSEL program</p> <p>e. Bucket Filler &amp; Praise Note recognition</p> <p>f. Saturday school enrichment materials. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program.</p> <p>g. Health Care Aide (HCA) to support health services and parent communications</p> <p>h. Release Time for Behavior Intervention Team (BIT)</p> <p>i. Meet monthly with activity supervisors to discuss current safety concerns, new routines or procedures, and to prepare for upcoming events.</p> <p>j. Continue to improve customer service in the office – update decorations and provide a more welcoming environment overall</p> <p>k. Work with the Safety Coordinator and Administrative Designee to improve and revise the school disaster/safety plan according to district mandates and protocols, and site-specific needs. Release time for the development of the plan.</p>	<p>X All Students</p>	<p>2.1 a. PBIS Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>2.1 h. Release time for Behavior Intervention Team (BIT) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1500</p> <p>2.1 v .Additional time for Activity Supervisors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$3000</p> <p>2.1 g Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$17,583</p> <p>2.1 u Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$750</p> <p>2.1 c PBIS /BSEL Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$7000</p> <p>2.1 n Safety Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000</p> <p>2.1 0 100 Mile Club Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>2.1 u Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>

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

m. Work orders for campus repairs will be made in a timely manner and followed up on their completion

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

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

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

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

r. Purchase lanyards to support wearing school badges to provide a safe and welcoming school environment.

s. Purchase items to build and maintain our Sunnyslope Garden with the help of our Sunnyslope Garden Club to support positive behavior.

t.. Meet on a monthly basis with Activity Supervisors to review playground protocols and expectations.

u. Additional time for Activity Supervisors to cover the campus when extra coverage is needed.

v. Addition 0.250 Activity Supervisor - for added supervision and maintaining a safe and orderly environment.

w. Purchase materials to support a "Calm Room" for students who need to take a SEL break from academics.

\$1000

2.1 h Substitute Teacher  
1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$2000

2.1 t Materials and Supplies for the Positive Garden  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$5000

2.1 q Additional Activity Supervisor  
2000-2999: Classified Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$7000

2.1 w Purchase materials for a "Calm Room."  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$3000

# Goals, Strategies, & Proposed Expenditures

## Goal 3.0

Parent, Student and Community Engagement

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

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

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement - LCAP Survey	LCAP Parent/Family Survey, Spring 2022 Results: The answer to this question, "For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships?" 67% responded "Extremely Important" or "Quite Important."	We plan to increase parent engagement and satisfaction by 3% .
P5 Student Engagement - LCAP Survey	LCAP Parent/Family Survey, Spring 2022 Results: The answer to this question, "For this school or district to be successful over the next three years, how important is it for us to focus on Student activities and extracurricular activities?" 96% responded "Extremely Important" or "Quite Important."	We plan to increase student engagement indicators by 3%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6 Surveys of pupils, parents, teachers on sense of school connectedness - LCAP Survey	LCAP Teacher Survey, Spring 2022 Results: On most days, how enthusiastic are the students about being at school? 61% responded "Quite Enthusiastic"or "Extremely Important."	We plan to increase student enthusiasm of being at school by 3%.
P6 Student Engagement- LCAP Survey	LCAP Student Survey, Spring 2022 Results:The answer to the question,"Overall, how much do you feel like you belong at your school?" 68 % responded "Belong quite a bit"or "Completely belonging."	We plan to increase student engagement indicators by 3%.
P6 Student Engagement- LCAP Survey	LCAP Student Survey, Spring 2022 Results: "Overall, how much do you feel like you belong at your school?"68 % responded "Belong quite a bit" or "Completely belong."	We plan to increase student engagement indicators by 3%.

## Planned Strategies/Activities

### Action 3.1

#### 3.1 Parent, Student, and Community Engagement

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

<p>e. Selection, Purchase, and order parent/family support materials</p> <p>f. Parent Access to technology and resources in the library before school, during lunchtime &amp; afternoon hours.</p> <p>g. Use Social Media to build school culture and community buy-in.</p> <p>h. Use of Q Communication, Parent Square, and ClassDojo to increase effective and frequent communication with parents on student progress.</p> <p>i. Translation of parent meetings and print materials will be made available when needed/requested.</p> <p>j. Partnership for a Behavior Health Clinician to support student mental health services</p> <p>k. Partnership with Borrego Health and other services to provide support to students and families</p> <p>l. Students clubs will be supported to increase student engagement at school (i.e. Student Council).</p> <p>M. Provide support for reopening of school with additional help in the front office to support families in their native language.</p> <p>n. Provide a book for each family to participate in One School One Book Activity.</p>		<p>\$5000</p> <p>3.1 m Salary, Clerk, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$67,460</p> <p>3.1 d Classified Hourly - Babysitting-translating 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1500</p> <p>3.1 e Parent Support Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4000</p> <p>3.1 e Parent Support Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$530</p> <p>3.1 c School Event Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Consultants for Parents/Students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000</p> <p>3.1 c Materials for Parents to support students 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1324</p>
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## Action 3.2

### 3.2 Dual Immersion

	<p>X</p> <p>Modified Action</p>	
<p><b>Planned Actions/Services</b></p>	<p><b>Students to be served</b></p>	<p><b>Budget and Source</b></p>

- a. Dual-Immersion meetings and workshops each trimester
- c. School Spirit Days (,Wednesday-100 Mile Club,Thursday-College shirts, Friday-Sunnyslope shirts). Separate Student Council sponsored events/spirit days.
- d. Increased emphasis on parent volunteers in the classroom to promote family involvement
- e. Continued development of students through Student Council, Peer Mediators, and Sixth Grade Ambassadors.
- f. Active Think Together program that will support student activities and student academics during the school day.
- h. Active staff and parent participation at SST, BIT, IEP & Conferences
- i. Active Sunnyslope Booster Club to support student activities and engagement

X

Other student group(s) Dual Enrolled students

3.2 a Teacher hourly  
 1000-1999: Certificated Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$4000  
 3.2 h Classified, Hourly Babysitting  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$1600



# Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

## Goal 1

College and Career Readiness

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide assessments ELA Data Dashboard	<p>We plan to improve on ELA CAASPP +3% for all subgroups.                      2019-20- Due to School closures there was no data.                      We plan to improve on ELA CAASPP by + 3% for all subgroups                      2021-22 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted.                      New baseline will be set.                      2020-21 CAASP was not administered due to Covid 19. A new baseline is expected for 2021-22.</p>	<p>Maintain use of 2019 CAASPP Data Dashboard with +3% improvement on 2021-2022 CAASPP.</p>
P4: Statewide assessments Math Data Dashboard	<p>We plan to improve on Math CAASPP +3% for all subgroups.                      2021-22 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted.                      New baseline will be set.                      2021-22 CAASP was not administered due to Covid 19. A new baseline is expected for 2021-22.</p>	<p>Maintain use of 2019 CAASPP Data Dashboard with + 3% improvement on 2021-2022 CAASPP.</p>
P4: Statewide assessments ELPAC	<p>We plan on improving English Proficiency as measured on the ELPAC by 3% for each level of students.</p>	<p>338 English Learners                      21.39% Level 1 (Minimally Developed)                      46.08% Level 2 (Somewhat Developed)                      28.31% Level 3 ( Moderately Developed)                      4.22% Level 4 (We Developed)                      Fluent English-Proficient Students-125(14.6%)</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P8: Other student outcomes	We plan to increase the number of reclassified students by 50%.	Students Redesignated-11(3.1%)
P8: Other student outcomes - SBAC Reading Claim #1	<p>We plan to increase the number of students near or above the standard by 3% on the SBAC Reading Claim #1.</p> <p>2021-22 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted. New baseline will be set.</p> <p>2021-22 CAASPP was not administered due to Covid 19. A new baseline is expected for 2021-22.</p>	<p>We did administer the NWEA assessment for Reading.</p> <p>"Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows:</p> <p>Not Met: 33%</p> <p>Nearly Met: 35%</p> <p>Met: 25%</p> <p>Exceeded: 7%</p> <p>School Results:</p> <p>Fall 2021-22 NWEA ELA Data:</p> <p>K 53% students scored average to high average</p> <p>1st 35% students scored average to high average</p> <p>2nd 18% students scored average to high average</p> <p>3rd 35% students scored average to high average</p> <p>4th 34% students scored average to high average</p> <p>5th 24% students scored average to high average</p> <p>6th 50% students scored average to high average</p> <p>The students in grades Kindergarten and Sixth grades have at least half of their students at the Average or above range. The students in second grade are fall below.</p> <p>Spring 2021-22 NWEA ELA Data:</p> <p>K 20% students scored average to high average-Down 33%</p> <p>1st 24% students scored average to high average-Down by 11%</p> <p>2nd 12% students scored average to high average-Down by 6%</p> <p>3rd 30% students scored average to high average-Down by 5%</p> <p>4th 30% students scored average to high average-Down by 4%</p> <p>5th 25% students scored average to high average-Up 1%</p> <p>6th 53% students scored average to high average-Up 3%</p> <p>The majority of our grade levels had a decrease in average to high average percentages except for 5th and sixth grades which had an increase.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Source: HMH Reading Inventory Assessment, Spring 2021
P8: 6th Grade MDTP	A new baseline is expected for 2021-2022	Due to CAASPP flexibility, a local assessment was used. The MDTP results as level equipments are as follows: Not Met: 36% Nearly Met:22% Met: 18% Exceeded: 24%
P8: 6th Grade Reading Inventory Lexile Level	We would like to increase the percentage of proficient and advanced students by 10%.	
P8: iStation	We would like to increase the percentage of proficient and advanced students by 10%.	We did not use iStation this year.
P8 Other Student Outcomes: NWEA Math	We have a new District Assessment for Math. NWEA	<p>Results for Math NWEA:</p> <p>Fall 2021-22 NWEA Math Data:  K 47% students scored average to high average  1st 28% students scored average to high average  2nd 22% students scored average to high average  3rd 20% students scored average to high average  4th 10% students scored average to high average  5th 12% students scored average to high average  6th 31% students scored average to high average  The students in All grade levels are below the Average in Mathematics standards as assessed on the NWEA assessment.</p> <p>Spring 2021-22 NWEA Math Data:  K 35% students scored average to high average-Down by 10%  1st 19% students scored average to high average-Down by 9%  2nd 20% students scored average to high average-Down by 1%  3rd 19% students scored average to high average-Down by 1%  4th 9% students scored average to high average-Down by 1%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		5th 16% students scored average to high average- Up by 4% 6th 35% students scored average to high average- Up by 14% The majority of our grade levels had a decrease in average to high average percentages except for 5th and sixth grades which had an increase.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 CCSS Implementation</p> <p>a. Collaborative PD time for staff on UoS implementation and effective strategies for mathematics, ELA/ELD, and technology including data analysis – 2 release days/year from site budget. Teachers will also be released to plan for Common Core State Standards for their grade levels that align with LCAP Goals.</p> <p>b. Fully implement Transitional Kindergarten (TK) curriculum aligned to California Standards-based on the district-developed bridge between preschool foundational learning skills to Kindergarten California Standards, provide assessments and data collection for TK students through baseline, benchmark, portfolios, and data collection.</p> <p>c. Implementation of AVID schoolwide, including continued staff development through AVID Path training, BOOST</p>	<p>1.1 CCSS Implementation</p> <p>a. We did not use release time to collaborate due to shortage of substitute teachers. Teachers were given time to collaborate during minimum days. We did use some substitute teachers for IEPs, DLI meetings, and a few SST/Retention meetings.</p> <p>b. We did fully implement Transitional Kindergarten (TK) curriculum aligned to California Standards-based on the district-developed bridge between preschool foundational learning skills to Kindergarten California Standards, provide assessments and data collection for TK students through baseline, benchmark, portfolios, and data collection.</p> <p>c. We did implement AVID strategies schoolwide, including continued staff</p>	<p>Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$5250</p> <p>Materials &amp; Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$6822</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$7440</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3000</p> <p>Materials &amp; Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1119</p>	<p>Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,112.50</p> <p>Materials &amp; Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$32,540.50</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$750</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Materials &amp; Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>training, AVID Summer Institute, and college tours and visits to local universities for students in grades 4-6.</p> <p>d. Continued implementation of NGSS mini-units to support Next-Generation Science Standards</p> <p>e. Coordinate staff development and in-class support for AVID, UoS implementation, technology, Math Review, and Impact Teams – Balanced Math Coach, technology coordinators, and district personnel.</p> <p>f. Provide conference opportunities for staff to support CSS implementation, Inclusion, AVID, Impact Teams, and Dual Language Instruction.</p> <p>g. Provide release time for primary teachers to assess student progress in early literacy using progress monitoring and benchmark assessments.</p> <p>h. Full-Time Elementary Media Center Clerk</p> <p>i. Classroom supplies budget of \$175/teacher</p>	<p>development through school PD and 10 teachers will be attending AVID Summer Institute. We were not able to schedule and college tours and visits to local universities for students in grades 4-6 due to COVID restrictions.</p> <p>d. We did continue to implement NGSS mini-units to support Next-Generation Science Standards</p> <p>e. We did coordinate staff development and in-class support for AVID, UoS implementation, technology, Math Review, and Impact Teams – Balanced Math Coach, technology coordinators, and district personnel.</p> <p>f. Due to shortage of substitute teachers we did not provide conference opportunities for staff to support CSS implementation, Inclusion, AVID, &amp; Impact Teams. Dual Language Instruction teachers did attend DLI trainings offered through Language Services.</p> <p>g. Due to shortage of substitute teachers, we did not provide release time for primary teachers to assess student progress in early literacy using progress monitoring and benchmark assessments.</p> <p>h. We do have a Full-Time Elementary Media Center Clerk and were also given extra time 4 days per week to support the Media Clerk.</p>	<p>Laminate for Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$100</p> <p>Mileage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$200</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1513</p> <p>Consultant 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$583</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8173</p>	<p>Laminate for Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Mileage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Consultant 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$36,232.02</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	i. Teachers did receive Classroom supplies budget of \$200/teacher. It was increased so teachers could also order Physical Education equipment.		
<p>1.2 Intervention</p> <p>a. Provide additional time in the instructional day to allow for Language Arts and Dual Immersion strategic intervention/foundational skills aligned CCSS.</p> <p>b. Provide GATE students with extended opportunities for differentiated instruction. *Extended Day Learning Opportunities (Grades K – 6) with a focus for each trimester with extra support for Kindergarten.</p> <p>c. Continue K-3 support for Early Literacy/Primary Intervention – supplies and materials to support primary intervention program (guided reading materials and instructional materials)</p> <p>d. Continue 2 FTE intervention support for early literacy and dual language.</p> <p>e. Provide resources or consultants for the implementation of intensive interventions for students.</p>	<p>1.2 Intervention</p> <p>a. We do provide additional time in the instructional day to allow for Language Arts and Dual Immersion strategic intervention/foundational skills aligned CCSS.</p> <p>b. GATE teachers did provide GATE students with extended opportunities for differentiated instruction. *Extended Day Learning Opportunities (Grades K – 6) with a focus for each trimester with extra support for Kindergarten.</p> <p>c. We did continue K-3 support for Early Literacy/Primary Intervention – supplies and materials to support primary intervention program (guided reading materials and instructional materials) We also purchased SIPPS materials for Intensive intervention for students in K-3.</p> <p>d. We did continue to have 2 FTE intervention support for early literacy and dual language.</p> <p>e. We did provide resources or consultants for the implementation of intensive interventions for students. We also purchased SIPPS materials for Intensive intervention for students in K-2 and SIPPS also provide</p>	<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$8167</p> <p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4861</p> <p>Salary, CSR Tchr (Intervention) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$130,622</p> <p>Salary, CSR Tchr (.50 Intervention) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67,288</p> <p>Salary, CSR Tchr (.50 Intervention) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$67,288</p> <p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2500</p>	<p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$165</p> <p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$10,857.84</p> <p>Salary, CSR Tchr (Intervention) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$130,622</p> <p>Salary, CSR Tchr (.50 Intervention) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67,288</p> <p>Salary, CSR Tchr (.50 Intervention) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$10,857.84</p> <p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>f. Partnerships with local Universities to support student teachers at Sunnyslope</p> <p>g. AVID Responsibility Room will be phased-in to support AVID Strong strategies. Istation license and implementation to support the needs of students reading below grade, support reading comprehension, and increase academic vocabulary.</p> <p>h. Incorporate inclusive practices.</p> <p>I. Create an English Language Learner Task Force to address the needs of English language learners</p>	<p>professional development for our primary teachers.</p> <p>f. We did have a partnerships with local Universities to support student teachers at Sunnyslope this year.</p> <p>g. We were not able to staff an AVID Responsibility Room will be phased-in to support AVID Strong strategies. We did not have an Istation license to implement to support the needs of students reading below grade, support reading comprehension, and increase academic vocabulary.</p> <p>h. Teachers continued to incorporate inclusive practices.</p> <p>I. We did create an English Language Learner Task Force to address the needs of English language learners especially the students who are not advancing in English Proficiency levels.</p>	<p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1350</p> <p>Salary, Clerk, Hr ly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$250</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6308</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1200</p>	<p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,106.43</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$250</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$36,232.02</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1200</p>
<p>1.3 EL Support</p> <p>a. Bilingual Language Tutors (4 @ 3 hrs, and 1 @ 6 hrs.) will support ELD instruction, in addition to 30 minutes of daily designated ELD (Grades 1-6) and 20 minutes of daily designated ELD (Kindergarten).</p> <p>b. Purchase Additional support materials for ELD</p>	<p>1.3 EL Support</p> <p>a. Bilingual Language Tutors (4 @ 3 hrs, and 1 @ 6 hrs.) do support ELD instruction, in addition to 30 minutes of daily designated ELD (Grades 1-6) and 20 minutes of daily designated ELD (Kindergarten).</p> <p>b. We did not purchase Additional support materials for ELD</p> <p>d. Due to substitute shortages, we did not provide release time and supports to analyze ELPAC data, collaborate to</p>	<p>Salary, Instructional Aide (.BLT) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$60,196</p> <p>Salary, Instructional Aides (.BLT) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$7,772</p> <p>Substitute, Instructional Aide</p>	<p>Salary, Instructional Aide (.BLT) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$60,196</p> <p>Salary, Instructional Aides (.BLT) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$7,772</p> <p>Substitute, Instructional Aide</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>d. Provide release time and supports to analyze ELPAC data, collaborate to determine potential student needs and goals, and collect additional data to monitor progress.</p> <p>e. The curriculum of Extended Day (ELO) will address the ELD needs of English learners.</p> <p>f. Release time &amp; teacher hourly pay to support Dual-Immersion parent meetings once each trimester.</p> <p>g. Provide release time to the members of the English Learner Task Force to plan professional development or gather resources for English language learner instruction and to provide time for collaboration with DI Teachers.</p>	<p>determine potential student needs and goals, and collect additional data to monitor progress.</p> <p>e. The curriculum of Extended Day (ELO) did support the ELD needs of English learners.</p> <p>f. We did provide teacher hourly pay to support Dual-Immersion parent meetings only 2 times this year.</p> <p>g. Due to substitute shortages, we did not provide release time to the members of the English Learner Task Force to plan professional development or gather resources for English language learner instruction and to provide time for collaboration with DI Teachers.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Salary, Instructional Aides (BLT) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$36,596</p> <p>Hourly, Instructional Aide 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1123</p> <p>ELD Supplemental Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$1314</p> <p>Salary, Instructional Aides (Two BLTs) 2000-2999: Classified Personnel Salaries Title III District -- 500 4203 \$41,130</p> <p>Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Library Books 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$500</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Salary, Instructional Aides (BLT) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$36,596</p> <p>Hourly, Instructional Aide 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>ELD Supplemental Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$0</p> <p>Salary, Instructional Aides (Two BLTs) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$41,130</p> <p>Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Library Books 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.4 Resources</p> <p>a. Purchase additional materials to support AVID implementation, UoS, ELD, NGSS, technology, &amp; Extended Learning including print material, web-based supplemental materials, and manipulatives</p> <p>b. Supplemental ELA/ELD, Mathematics &amp; NGSS materials</p> <p>c. Digital Resources including school wide licenses for MobyMax, NewsELA, and IStation.</p> <p>d. Technology and software support for classroom integration.</p> <p>e. Provide materials to support Science Fair participation.</p> <p>f. Development of Makers Space activities and spaces to support inquiry and STEM.</p> <p>g. Digital Citizenship schoolwide plan to build students digital literacy and citizenship.</p>	<p>1.4 Resources</p> <p>a. We did not need to use our finds to purchase additional materials to support AVID implementation, UoS, ELD, NGSS, technology, &amp; Extended Learning including print material, web-based supplemental materials, and manipulatives. The District provided the materials and some technology resources.</p> <p>b. We did not purchase supplemental ELA/ELD, Mathematics &amp; NGSS materials</p> <p>c. We did purchase some Digital Resources including school wide licenses for XXXXX</p> <p>d. Technology and software support for classroom integration.</p> <p>e. Due to cancellation of Sciences Fair due to lack of compatibility of NGSS, we did not provide materials to support Science Fair participation.</p> <p>f. We did continue to develop and grow our Makers Space activities and spaces to support inquiry and STEM.</p> <p>g. Teachers did teach classes on Digital Citizenship in cooperation with our schoolwide plan to build students digital literacy and citizenship.</p>	<p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$7000</p> <p>Print Shop 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$5000</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$7453</p> <p>Technology Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p> <p>Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8000</p>	<p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>Print Shop 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$12,374.00</p> <p>Technology Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2033.93</p>
<p>1.5 Transition Plan to Kindergarten</p> <p>a. The school will communicate to parents the board policies and other</p>	<p>1.5 Transition Plan to Kindergarten</p> <p>a. The school did communicate to parents the board policies and other</p>		

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

## Analysis

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

We have had quite a challenging year from returning from Distance Learning.

Our Focus has been SEL and that is how we start each day. It has helped our students to feel comfortable to be back on campus. We have been fortunate to also have a Behavioral Health

Specialist who has supported children and families when we returned to in-person school again.

Teachers and support staff assessed students with various assessments to see the academic needs. Some of our students are on grade level but many require Reading and Math Intervention.

Writing is an area of need due to lack of writing practice during distance learning. This will be addressed next year as a school-wide goal.

Our new District Assessment for ELA and Math is NWEA. Our Elementary Literacy Intervention teachers have been trained on how to support classroom teachers with administering the 3 times per year assessments and analyzing data from the assessments to determine the needs for students with Intervention.

Our two grade levels that were Impact Teams was grades 3rd and 4th. They focused on a key standard of Main Idea in Reading for both grade levels in English and Spanish.

Our English Only classroom teachers were not able to attend outside professional development due to lack of substitute teachers. Our primary teachers were able to receive PD with a Systematic Instruction in Phonological Awareness , Phonics, and Sight Words (SIPPS) representative. The rest of our English only teachers were able to access professional development through an on-line platform called Alludo where they can participate in areas of interest and or needs.

Our AVID Lead Teacher provided support with AVID Strategies. Our focus for AVID is Organization, Agenda, & Note taking.

Our English Learners have benefitted from an on-line platform called Ellevation that provides lessons with support for various levels of English Learners in a classroom.

The Health Clerk has been able to support students in the Health Office with the additional 3 hours, 4 days per week.

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

We currently have 338 English Learners

21.39% Level 1 (Minimally Developed)

46.08% Level 2 (Somewhat Developed)

28.31% Level 3 (Moderately Developed)

4.22% Level 4 (We Developed)

Most of Sunnyslope students have either somewhat or moderately developed English Skills as measured on the EPLAC state assessment from 2020-2021.

We also had Fluent English-Proficient Students-125(14.6%)

Fall 2021-22 NWEA ELA Data:

K 53% students scored average to high average

1st 35% students scored average to high average

2nd 18% students scored average to high average

3rd 35% students scored average to high average

4th 34% students scored average to high average

5th 24% students scored average to high average

6th 50% students scored average to high average

The students in grades Kindergarten and Sixth grades have at least half of their students at the Average or above range. The students in second grade are fall below.

Spring 2021-22 NWEA ELA Data:

K 20% students scored average to high average- Down 33%  
1st 24% students scored average to high average- Down by 11%  
2nd 12% students scored average to high average-Down by 6%  
3rd 30% students scored average to high average-Down by 5%  
4th 30% students scored average to high average-Down by 4%  
5th 25% students scored average to high average-Up 1%  
6th 53% students scored average to high average-Up 3%

The majority of our grade levels had a decrease in average to high average percentages except for 5th and sixth grades which had an increase.

Fall 2021-22 NWEA Math Data:

K 47% students scored average to high average  
1st 28% students scored average to high average  
2nd 22% students scored average to high average  
3rd 20% students scored average to high average  
4th 10% students scored average to high average  
5th 12% students scored average to high average  
6th 31% students scored average to high average

The students in All grade levels are below the Average in Mathematics standards as assessed on the NWEA assessment.

Spring 2021-22 NWEA Math Data:

K 35% students scored average to high average- Down by 10%  
1st 19% students scored average to high average- Down by 9%  
2nd 20% students scored average to high average- Down by 1%  
3rd 19% students scored average to high average-Down by 1%  
4th 9% students scored average to high average- Down by 1%  
5th 16% students scored average to high average-Up by 4%  
6th 35% students scored average to high average- Up by 14%

The majority of our grade levels had a decrease in average to high average percentages except for 5th and sixth grades which had an increase.

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

Due to the NWEA data, we did purchase Systematic Instruction in Phonological Awareness , Phonics, and Sight Words (SIPPS) kits for primary classes. We also purchased Heggerty, a phonemic awareness curriculum that provides daily phonemic routines for students in both English and Spanish for primary grades. Additional classified staffing was provided to make connections with families. We also added additional classified staff for the playground due to safety concerns. We also added additional Bilingual Language Tutor hourly since we are a Dual Language Instruction school and many of our English Learners require extra support.

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

We would like to continue to support students through SEL lessons. Teachers will continue to use NWEA assessments to help form Reading Intervention groups with the support of Early Literacy Teachers. Our focus for intervention next year will be primary intervention to ensure our students have a strong foundation in early literacy skills and mathematics. We would like to be able to provide grade level data analysis and planning dates with the support of substitute teachers. We are also exploring Intervention programs for are students who are in the Dual Language program.

We will be getting a Math Intervention teacher to support students who are struggling and in danger of not meeting grade level standards. Due to lack of DLI teachers, we were not able to have a Math Intervention teacher and look forward to this additional support.

We will continue to require additional staffing on the playground due to the number of students that we have and because we are projected to have more students and three more teachers next year. We would also like to increase the number of Bilingual Language Tutors to help with the increase of enrollment to support ELA and Math.

# Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

## Goal 2

Safe, Orderly and Inviting Learning Environment

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School attendance rate	We plan to increase our school attendance by 2%.	Here are our Average Daily Attendance by grade level: TK: 85.92% Kindergarten: 89.12 First: 90.5% Second: 91.1% Third: 91.55 Fourth: 92.36% Fifth: 93.49% Sixth: 93.21%
P5 Chronic Absenteeism rate	We plan to decrease chronic absenteeism by 3%.	During the 2020-21 school year we had an average of 13.7% of our students who were chronically absent. Here is the breakdown by sub groups: English Learners: 13.4% Students with Disabilities: 12% Socioeconomically Disadvantaged: 15.3% Our school average was still below the District, County and State.
P6 Pupil Suspension rate	We plan to maintain the pupil suspension rate at the Green performance indicator on California's Accountability System.	During the 2020-21 school year we had 0% of students suspended. Here is the breakdown by sub. groups: African American:0% Hispanic/Latino: 0% White: 0% Our overall school average is way below the District, County, and State.

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6 Surveys of pupils, parents, teachers on sense of safety - LCAP Survey	<p>Increase student sense of safety by 3%.</p> <p>Increase parent satisfaction, sense of safety, and perception of a welcoming environment by 5%.</p> <p>Increase staff sense of safety and school climate by 5%.</p>	LCAP Student Survey, Spring 2022 Results: "How often do you worry about violence at your school?" 46% responded "Almost Never" or "Once in a while"
P6 School Environment, School Connectedness, and Academic Motivation (CHKS)	Increase the previously noted indicators by 5% for the following reporting period in the areas of School Environment, School Connectedness, and Academic Motivation.	LCAP Teacher Survey, Spring 2022 Results: "For students who need extra support, how difficult is it for them to get the support that they need?" 45% responded "Not at all difficult" or "lightly difficult"
P1: School Facilities are maintained in good repair	All school facilities will be maintained as expected	All school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports)
P6: Survey of pupils, parents, teachers on sense of safety	Increase the percentage of parents who feel the district is currently doing in the area of diversity.	LCAP Parent/Family Survey, Spring 2022 Results : "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 64 % responded "Quite Well" or "Extremely Well"

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Orderly and Safe Environment</p> <p>a. PBIS/BSEL Resource materials to support PBIS/BSEL implementation on campus – instructional materials (staff, parents, student). Routine and strategic teaching of social skills through PBIS.</p> <p>b. Continue with Social Skills Day at the beginning of the year with Student Council and support staff (Classes rotate to each location determined by our PBIS</p>	<p>2.1 Orderly and Safe Environment</p> <p>a. Teachers have been provided with Social emotional learning (SEL) curriculum with Sanford Harmony online SEL (Social Emotional Learning) They are also provided with weekly reminders of PBIS expectations.</p> <p>b. Our Council did provide videos of social skills that were shared with</p>	<p>PBIS Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000</p> <p>Saturday School Enrichment Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$1500</p> <p>Additional 0.125 Activity Supervisor</p>	<p>PBIS Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Saturday School Enrichment Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>Additional 0.125 Activity Supervisor</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Expectation by location posters to review expectations in that location).</p> <p>c. Funding to support PBIS/BSEL incentive programs and attendance incentives in place – Bucket Filler lunch at Shakey's pizza each month, prizes, medals, SNACK attack, certificates, games, stickers, School Spirit T-shirts, printing costs for tickets and posters (vinyl and poster papers)</p> <p>d. Schedule monthly PBIS/BSEL meetings to refine and improve our PBIS/BSEL program</p> <p>e. BucketFiller &amp; Praise Note recognition</p> <p>f. Saturday school enrichment materials. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program.</p> <p>g. Health Care Aide (HCA) to support health services and parent communications</p> <p>h. Release Time for Behavior Intervention Team (BIT)</p> <p>i. Meet monthly with activity supervisors to discuss current safety concerns, new routines or procedures, and to prepare for upcoming events.</p> <p>j. Continue to improve customer service in the office – update decorations and</p>	<p>students. Due to COVID, we did not do rotations but provided the videos instead to be shared in classrooms about behavioral exceptions by locations.</p> <p>c. We have provided funding to support PBIS/BSEL incentive programs but due to district decision to not reward attendance, we did not provide incentives for attendance. These are some of the incentives we provided-Bucket Filler, Monthly Shakey's lunch for Dino Deed winners, prizes for weekly Dino Deed winners, certificates, Game Days, School Spirit T-shirts, &amp; printing for tickets and poster.</p> <p>d. We did have monthly BSEL meetings to refine and improve BSEL program.</p> <p>e. We did provide prizes for Bucket Filler winners by class.</p> <p>f. We did provide monthly Saturday School enrichment program to help improve ADA. We did not need to use our own funds since the District paid for teachers and support staff for Saturday School. The District also provided a budget for supplies.</p> <p>g. The District did provide a 3 hour Health Care aide to support health services and to communicate with parents. The District also provided an extra 3 hour health care aide for four</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,510</p> <p>Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$25,873</p> <p>Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$750</p> <p>PBIS Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Safety Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000</p> <p>100 Mile Club Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$5250</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,510</p> <p>Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$25,873</p> <p>Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>PBIS Incentives 4000-4999: Books And Supplies LCFF District -- 500 0707 \$2500</p> <p>Safety Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000</p> <p>100 Mile Club Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$797.50</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>provide a more welcoming environment overall</p> <p>k. Work with the Safety Coordinator and Administrative Designee to improve and revise the school disaster/safety plan according to district mandates and protocols, and site-specific needs. Release time for the development of the plan.</p> <p>l. Subs and conference fee for safety team members to attend professional development to support the development of our site safety plan.</p> <p>m. Work orders for campus repairs will be made in a timely manner and followed up on their completion</p> <p>n. Purchase materials as needed to support the development of our site safety plan.</p> <p>o. 100 Mile Club support (student ID cards, t-shirts, incentives, etc)</p> <p>p. Hold routine award assemblies to recognize academic, behavior, and attendance achievement.</p> <p>q. Mandatory use of RAPTOR visitor and volunteer system to provide a more safe campus with the purchase of required supplies.</p> <p>r. Addition 0.125 Activity Supervisor - for added supervision and maintaining a safe and orderly environment.</p>	<p>days per week to help with students due to the COVID crisis.</p> <p>h. Due to lack of substitute teachers, we were unable to provide release time for the Behavior Intervention Team (BIT).</p> <p>i. We did meet with activity supervisors to discuss current safety concerns, new routines or procedures but we did not have any events until the end of the year.</p> <p>j. Our office staff did continue to provide a welcoming environment and spent time updating the office to make it more welcoming.</p> <p>k. The Assistant principal did work with the Safety Coordinator to improve and revise the school disaster/safety plan according to district mandates and protocols, and site-specific needs. We did not provide Release time for the development of the plan due to lack of substitute teachers.</p> <p>l. We did not provide subs or conference opportunities for safety team members to attend professional development to support the development of our site safety plan due to lack of substitute teachers.</p> <p>m. We worked with the Maintenance Department (MOT) to follow through on work orders for campus repairs to make sure they were completed in a timely manner. We are still waiting to</p>		

**Planned  
Actions/Services**

s. Purchase lanyards to support wearing school badges to provide a safe and welcoming school environment.

**Actual  
Actions/Services**

have access to a water source so we can get more vegetation and eventually a school garden.

n. We did purchase materials that were needed to support the development of our site safety plan including portable classroom toilets.

o. We do have a 100 Mile Club that provides t-shirts and incentives for students who join. We have been providing extra opportunities for students to earn miles before school.

p. We have held routine award assemblies to recognize academic, behavior achievement. We have also been able to provide these assemblies virtually and will have T3 Awards Ceremonies in person with families invited.

q. We do use the mandatory use of RAPTOR which is for visitors and volunteers to provide a more safe campus with the purchase of required supplies.

r. We have been unable to hire an additional 0.125 Activity Supervisor - for added supervision and maintaining a safe and orderly environment due to staff shortages. Most days, we have been able to fill that position with a substitute classified person.

s. We did purchase lanyards for staff to support wearing school badges to

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

provide a safe and welcoming school environment.

**Analysis**

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

Our focus for returning back to full-time in-person learning has been Social Emotional Learning. The teachers start each day with a class meeting to check-in with their students and to gauge who is in need of more support. The past two years have been difficult for students, their families, and staff. We have submitted an increased number of Parent Involvement & Community Outreach (PICO) referrals. We currently have one full-time Behavioral Health Associate and we be getting one more part-time Associates due to the number of referrals and the long wait list. The staff has been trained by the PICO associate to help with the referral process. Other Interns from PICO have been hosting Wellness classes for upper grade students on a weekly basis to help the students with coping strategies. They will also be offering a class for sixth grade students who are dealing with Anxiety. Our Activity Supervisors have also received training on behaviors on the playground and how to help students who have lived through trauma. In the beginning of the year, we were able to offer afterschool and before school Extended Learning Opportunities (ELO)that focused on SEL. Teachers were able to purchase high quality SEL materials. Later, most of our teachers chose to focus on academics during ELO. We have had large quantities of teachers who have been willing to teach these classes. We have also offered monthly Saturday School classes that also emphasized SEL and have been well-attended. Our students were fortunate to receive free breakfast and lunch for all this year. We have also added after school supper for interested students to either eat during the ELO or Think Together program or to take home. Our Think Together Program also offered a Spring Break Camp for all students and it was well attended. We look forward to also offer a Summer Think Together program for Sunnyslope students. The health aide was given additional hours to support staff, students, and parents with health related issues for four days per week. They were also key in setting up the weekly COVID testing. The EMCC was also given additional support in hours to another classified staff to provide teachers, students, and families of Distance Learning students.

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

Due to COVID related issues, our attendance did decrease this year.  
TK: 85.92%  
Kindergarten: 89.12  
First: 90.5%  
Second: 91.1%  
Third: 91.55  
Fourth: 92.36%  
Fifth: 93.49%  
Sixth: 93.21%

We did have numerous students on Independent Study contracts, but few students completed the work to receive credit for attendance.

During the 2020-21 school year we had an average of 13.7% of our students who were chronically absent. Here is the breakdown by sub groups:

English Learners: 13.4%

Students with Disabilities: 12%

Socioeconomically Disadvantaged: 15.3%

Our school average was still below the District, County and State, but it is still too high. It is an area of concern that we will focus on provide incentives for next year.

We had 0 suspensions last year due to Distance Learning. During the 2021-22 school year, we have only had 3 suspensions. Our BSEL team has worked diligently to provide incentives for students for positive behavior. Our Behavior Health Specialist has also been key in teaching students coping strategies. The SEL lessons have also been instrumental in providing students with opportunities to learn new skills and ways to express their emotions.

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

We have been providing more classified staff in the classrooms and on the playground to help students with both their academic and social emotional needs. The students and their families have needed more support with returning from Distance Learning. We were also able to provide more incentives for positive behavior.

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.

Our teachers and staff will continue to need additional training with SEL strategies. We look forward to a new SEL district program that can address school-wide expectations and strategies for students. Unfortunately, we have had to suspend some students this year even with interventions in place and the use of Progressive Discipline procedures. We will continue to explore alternative discipline opportunities for our students. Attendance will continue to be a focus next year. We will be able to continue with reengagement strategies and provide incentives for attendance that will help to motivate students to be at school. Although our FIT report shows as 100%, we know that our site is not welcoming or inviting for students. We will be exploring options to create a warm and welcoming environment for students and families.

# Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

## Goal 3

Parent, Student and Community Engagement

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement - LCAP Survey	We plan to increase parent engagement and satisfaction by 3% .	LCAP Parent/Family Survey, Spring 2022 Results: The answer to this question, "For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships?"67% responded "Extremely Important" or "Quite Important."
P5 Student Engagement - LCAP Survey	We plan to maintain or increase student engagement indicators.	LCAP Parent/Family Survey, Spring 2022 Results: The answer to this question, "For this school or district to be successful over the next three years, how important is it for us to focus on Student activities and extracurricular activities?" 96% responded "Extremely Important" or "Quite Important."
P6 Surveys of pupils, parents, teachers on sense of school connectedness - LCAP Survey	We plan to increase staff sense of welcoming environment by 3%.	LCAP Teacher Survey, Spring 2022 Results: On most days, how enthusiastic are the students about being at school? 61% responded "Quite Enthusiastic"or "Extremely Important."
P5: Survey of Students, Teachers, and Parents on Student Engagement	We plan to increase student engagement by 3%	LCAP Student Survey, Spring 2022 Results:The answer to the question, "Overall, how much do you feel like you belong at your school?" 68 % responded "Belong quite a bit"or "Completely belonging."
P5: Survey of Students, Teachers, and Parents on Student Engagement	We plan to increase a sense of belonging by students by 3%	LCAP Student Survey, Spring 2022 Results: "Overall, how much do you feel like you belong at your school?"68 % responded "Belong quite a bit" or "Completely belong."

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Parent, Student, and Community Engagement</p> <p>a. Use of the RAPTOR system and Volunteer Appreciation Ceremony to show appreciation to parents.</p> <p>b. Monthly office meetings to discuss customer service ideas, welcoming environment, and parent involvement events (planning childcare, refreshments, etc)</p> <p>c. Parent training and student outreach based on site-based parent and student needs (i.e. school programs, PBIS/BSEL, CCSS)</p> <p>d. Shared Leadership for all parents (i.e., ELAC, SSC, GAC, PTA, 6th Grade Booster Club). Provide refreshments &amp; babysitting for parent meetings.</p> <p>e. Selection, Purchase, and order parent support materials</p> <p>f. Parent Access to technology and resources in the library before school, during lunchtime &amp; afternoon hours.</p> <p>g. Use Social Media to build school culture and community buy-in.</p> <p>h. Use of Q Communication and ClassDojo to increase effective and frequent communication with parents on student progress.</p>	<p>3.1</p> <p>a. We do use the Raptor system now that we may have volunteers on campus. Since we have not been able to have volunteers until recently, we will not be having an appreciation ceremony.</p> <p>b. We do hold informal office meetings to address ways to improve customer service.</p> <p>c. Due to COVID restrictions, we did not provide any parent trainings this year.</p> <p>d. We did have shared leadership meetings with parents with ELAC, SSC, and Booster Club. we provided baby sitting and snacks when meetings were in person.</p> <p>e. We did not select or purchase parent support materials.</p> <p>f. We did provide parents opportunities to have access to technology and resources in the library before and after school.</p> <p>g. We have used social media to build school culture but need to be more focused on using it consistently next year.</p>	<p>Parent Meeting Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Teacher Hourly for Meetings 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4000</p> <p>Mental Health Counselor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$7000</p> <p>Translator / Clerk Typist (.5 position) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$34,683</p> <p>Salary, Clerk, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$70,407</p> <p>Classified Hourly - Babysitting 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1011</p> <p>Parent Support Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$3000</p>	<p>Parent Meeting Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Teacher Hourly for Meetings 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$</p> <p>Mental Health Counselor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$7,000</p> <p>Translator / Clerk Typist (.5 position) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$34,683</p> <p>Salary, Clerk, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$70,407</p> <p>Classified Hourly - Babysitting 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p> <p>Parent Support Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>i. Translation of parent meetings and print materials will be made available when needed/requested.</p> <p>j. Partnership for a part-time licensed social worker to support student mental health services</p> <p>k. Partnership with Borrego Health and other services to provide support to students and families</p> <p>l. Students clubs will be supported to increase student engagement at school (i.e. Student Council).</p>	<p>h. We do use Q Communicate, Class Dojo, and Parent Square to communicate with parents.</p> <p>i. We do provide translation at parent meetings and print material.</p> <p>j. We were not able to receive a part-time licensed social worker to support student mental health services.</p> <p>k. We do have a partnership with Borrego Health to provide support for families.</p> <p>l. We do have an active Student Council and a new Book Club has just started.</p> <p>.</p>	<p>Parent Support Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$530</p> <p>School Event Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Consultants for Parents/Students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000</p>	<p>Parent Support Materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$2,000</p> <p>School Event Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Consultants for Parents/Students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>
<p>3.2 Dual Immersion</p> <p>a. Dual-Immersion meetings and workshops each trimester</p> <p>c. School Spirit Days (Monday-College Shirts, Wednesday-100 Mile Club, Friday-Sunnyslope shirts). Separate Student Council sponsored events/spirit days.</p> <p>d. Increased emphasis on parent volunteers in the classroom to promote family involvement</p> <p>e. Continued development of students through Student Council</p>	<p>3.2</p> <p>a. Our Dual Immersion teachers provided two workshops this year instead of three.</p> <p>c. Student council did sponsor School Spirit Days(Wednesday-100 Mile Club, Thursday-AVID College shirts, Friday-Sunnyslope shirt days.Student Council also sponsored monthly spirit days/events.</p> <p>d. Due to COVID restrictions, we were not able to have parent volunteers in the classroom until the end of March. Now that volunteers are allowed on campus, we will have some opportunities for families to be more involved.</p>	<p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4000</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$2,000</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$3,000</p> <p>Classified, Hourly Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1600</p>	<p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$10,857.84</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$2,000</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$3,000</p> <p>Classified, Hourly Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>f. Active ThinkTogether program that will support student activities and student academics during the school day.</p> <p>h. Active staff and parent participation at SST, BIT, IEP &amp; Conferences</p> <p>i. Active 6th Grade Booster Club and PTA to support student activities and engagement</p> <p>J. Purchase books in English and Spanish to support students and their families with our Dual Language Instruction program.</p>	<p>e. Our Student Council has continued to flourish. We have also added Sixth Grade Ambassadors who help with escorting students to class in the mornings and who also help in the drop-off loop before school. We have recently trained Peer Mediators who will help with conflict resolution on the playground.</p> <p>f. We have an active Think Together(TT) program that supports students activities and academics. We also hosted a TT Spring Break program for the first time and will also offer a TT Summer program.</p> <p>h. We have active participation in SST, BIT, IEP, and conferences.</p> <p>i Our PTA chose not to continue this year but may restart next year if we can get parents interested in being part of the Board. Our Booster club is now a school-wide Booster Club that supports all grade levels.</p> <p>j. We have purchased books in English and Spanish to support our Dual Language Instruction program. Books will be for families to check-out and read together.</p>		

## Analysis

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

Due to COVID restrictions, we were not able to have parents on campus until the end of March. Now that parents are allowed, we will welcome parents back on campus to safely volunteer, attend in person meetings and events.

The number of PICO referrals have increased since students have returned to in person learning. Students were provided with support at by the Behavioral health associate and the school psychologist. We will also be extra support with another part-time Behavioral Health Specialist.



Parents have been kept informed through various means including our school website, Class and School Dojo, Q Communicate, and Parent Square. Information for parents is always provided in the home language. Translators are provided for any meetings such as parent conferences, SSC, ELAC, Booster club and IEPs.

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

Due to COVID restrictions of visitors on campus, we were not able to form a partnership with families by allowing them to be on campus as volunteers or visitors for events. Of our Parent groups, ELAC and Booster Club did choose to meet in person, but we did not get large groups of attendance. Our SSC chose to only meet virtually. Our LCAP survey does show that only 67% of Parents feel that for this school or district to be successful over the next three years that it is important for us to focus on community partnerships. According to the LCAP survey, our students feel strongly that our school focuses on Student activities and extracurricular activities. 96% responded "Extremely Important" or "Quite Important" Students want to be involved and feel a connection to the school. We were able to connect student to school with Student Council, Sixth Grade Ambassadorships, Peer Mediation, and a new Book Club. Only 61% of our students feel students "Quite Enthusiastic" about being at school. We need to provide more clubs and options based on the interest of students so they can feel more enthusiastic about being at school. This will also help them to feel they belong because only 68% of our students felt they belong quite a bit or completely.

Translating services are always available for parents either virtually, in person, or in written communications for their home language.

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

Funds were moved for classified staff to make parent connections and phone call. Funds were also moved to provide more coverage on the playground to keep a safe environment. Translators are provided for parents for any meetings or phone call. Support staff and Teachers have also provided assistance with completing PICO referrals for students.

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

Families will finally be able to participate in activities on campus. We will be able to host Family Walk Nights, Book Fair, Workshops, and Awards Ceremonies. Parent volunteers will be welcome to return to helping teachers in the classroom. Our Office staff will continue to offer translating when needed. They will also continue to call families of absent students and continue to support parents with completing PICO referrals. With the return of parents back onto campus, we will be hosting more regular events with Booster Club and staff support. Teachers will continue to prepare and plan in-person ELAC and Booster Club meetings since our parents would prefer to have those meetings in person. We will also be able to provide child care for parents as they attend these in-person parent meetings. We will also have monthly meetings with our Sixth Grade Ambassadors and Peer Mediators who serve as student leaders on campus.

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	299,705
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	661,798.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	217,260	0.00
Title I Parent Involvement -- 3010 1902	2,824	0.00
Title I District -- 500 3010	70,280	0.00
Title III LEP -- 4203	9,341	0.00
LCFF Suppl/Conc -- 0707	206,770	0.00
LCFF District -- 500 0707	155,323	0.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	155,323.00
LCFF Suppl/Conc -- 0707	206,770.00
Title I Basic -- 3010	217,260.00
Title I District -- 500 3010	70,280.00
Title I Parent Involvement -- 3010 1902	2,824.00
Title III LEP -- 4203	9,341.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	315,617.00
2000-2999: Classified Personnel Salaries	234,270.00
4000-4999: Books And Supplies	68,458.00
5000-5999: Services And Other Operating Expenditures	42,870.00
5800: Professional/Consulting Services And Operating Expenditures	583.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	70,280.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	85,043.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	27,917.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	72,117.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	63,283.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	42,870.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	583.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	147,140.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	70,120.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	70,280.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,500.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,324.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	5,490.00
4000-4999: Books And Supplies	Title III LEP -- 4203	3,851.00

# 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
Sylvia Bottom	Principal
Victoria Torres	Classroom Teacher
Zoe Garcia	Classroom Teacher
Jaclyn Johnson	Classroom Teacher
Yessenia Bravo-Carmona	Other School Staff
Sahaira Haro	Parent or Community Member
Martha Zapien	Parent or Community Member
Lilian Vargas	Parent or Community Member
Ofir Adams	Parent or Community Member
Cynthia Lopez	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**

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

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

This SPSA was adopted by the SSC at a public meeting on 05/16/2022.

Attested:



Principal, Sylvia Bottom on 05/16/2022



SSC Chairperson, Zoe Garcia on 05/16/2022

# Addendum

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

## Instructions: Linked Table of Contents

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Goals, Strategies, & Proposed Expenditures

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Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes



Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

### **Planned Strategies/Activities**

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

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

### **Students to be Served by this Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Evaluation and Update**

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

Annual Measurable Outcomes

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

Strategies/Activities

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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