

School Year: 2025-26



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunset Lane Elementary School	30-66506-6028161	April 22, 2025	May 13, 2025

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

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

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

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

This plan is being used by Sunset Lane Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- Plan Description 5
- Educational Partner Involvement 5
- Resource Inequities 6
- Comprehensive Needs Assessment Components 6
 - California School Dashboard (Dashboard) Indicators 6
 - Other Needs 7
- School and Student Performance Data 8
 - Student Enrollment..... 8
 - CAASPP Results..... 10
 - ELPAC Results 14
 - Student Population 18
 - Overall Performance 19
 - Academic Performance 20
 - Academic Engagement 26
 - Conditions & Climate..... 29
- Goals, Strategies, & Proposed Expenditures..... 31
 - Goal 1 31
 - Goal 2..... 37
 - Goal 3..... 40
 - Goal 4..... 44
 - Goal 5..... 48
- Budget Summary 49
 - Budget Summary 49
 - Other Federal, State, and Local Funds 49
- Budgeted Funds and Expenditures in this Plan 50
 - Funds Budgeted to the School by Funding Source..... 50
 - Expenditures by Funding Source 50
 - Expenditures by Budget Reference 50
 - Expenditures by Budget Reference and Funding Source 50
 - Expenditures by Goal..... 51
- School Site Council Membership 52
- Recommendations and Assurances 53
- Instructions..... 54
- Appendix A: Plan Requirements 61

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements64
Appendix C: Select State and Federal Programs67

Plan Description

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

This plan is being used by Sunset Lane Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Our school's plan for effectively meeting ESSA's planning requirements focuses on aligning federal, state, and local initiatives, including the Local Control and Accountability Plan (LCAP).

At Sunset Lane Elementary School, a Comprehensive Needs Assessment was conducted to analyze student performance data, stakeholder feedback, and equity gaps. This helps guide decision-making and prioritize resources to address the needs of English language learners, students with disabilities, and socioeconomically disadvantaged students, as highlighted in the California School Dashboard, CAASPP, iReady, and ELPAC results.

Our goal alignment ensures ESSA goals and LCAP priorities are connected, focusing on student achievement, closing opportunity gaps, and improving school climate. Efforts are centered on boosting performance in ELA and Math while fostering a love for learning within a supportive and engaging classroom and school environment.

Through the integration of programs, funding is coordinated to support instruction, interventions, and professional development. This alignment ensures effective resource use to support both student learning and teacher growth.

Targeted interventions use evidence-based programs and regular progress monitoring to ensure that we are meeting the diverse needs of our students. Focused support is provided for English language learners, students with disabilities, and socioeconomically disadvantaged students through differentiated instruction and small group interventions.

Stakeholder engagement is key, with families, staff, and community members actively involved in decision making and planning to support our students. Groups like ELAC, SSC, PTA, and Foundation, as well as monthly Team Seahawk meetings and events ensure the school's plan reflects shared priorities.

An ongoing evaluation process monitors outcomes and adjusts strategies as needed, ensuring compliance with ESSA and LCAP requirements while supporting continuous improvement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Sunset Lane Elementary School engaged in a collaborative and data-driven process for the development, annual review, and update of the School Plan for Student Achievement (SPSA). The planning process involved analyzing school-wide and subgroup data to identify areas of strength and improvement, aligning goals with the Local Control and Accountability Plan (LCAP) and Every Student Succeeds Act (ESSA) requirements, and gathering stakeholder feedback through surveys, focus groups, and meetings. The consultation process began in August and September with stakeholder consultations and initial data reviews to inform SPSA development. In October and November, goals, strategies, and resource allocations were drafted based on data analysis and feedback. The draft SPSA was shared with stakeholders for additional feedback and approval between December and January. From February to May, progress was monitored, and mid-year adjustments were made as necessary. The Annual Review was conducted in June and July to evaluate outcomes and set priorities for the next planning cycle.

The consultation involved multiple stakeholders to ensure a comprehensive approach. The School Site Council (SSC) served as the primary body for approval and feedback on SPSA goals, budgets, and plans. The English Learner Advisory Committee (ELAC) provided input to ensure strategies aligned with the needs of English Learners. Staff members, including teachers and support staff, contributed insights during professional learning community (PLC) meetings and staff development days. Parents and families offered valuable input through schoolwide surveys, parent workshops, and community forums. Students shared their perspectives via surveys and focus groups to inform student-

centered strategies. District personnel provided technical assistance and ensured alignment with districtwide priorities and compliance requirements. Additionally, the Team Seahawk, a merger of PTA and Foundation parents, participated through monthly meetings and supported the SPSA by fundraising for engaging student events and field trips. This comprehensive approach ensured that the SPSA reflects the diverse needs and priorities of the Sunset Lane Elementary School community, fostering a supportive and effective learning environment for all students.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

On the 2024 California School Dashboard, Sunset Lane Elementary School was in the "orange" performance category for the English Learner Progress indicator. Specifically, 52.6% of English learners were making progress towards English language proficiency. This represents a decline of 5.1% compared to the previous year's performance, signaling an area of concern that requires targeted support and improvement efforts.

To address this issue, Sunset Lane has implemented several strategic actions, which include targeted designated and integrated ELD instruction, where teachers are providing daily designated ELD instruction using research-based strategies aligned with student language proficiency levels, as well as integrating language development across all content areas. Additionally, our staff is engaged in ongoing professional learning focused on effective ELD practices, formative assessment, and scaffolding strategies to support English learners across the curriculum. Teachers and site leadership teams regularly analyze ELPAC and local benchmark data to monitor student growth, identify students in need of additional support, and inform instruction. English learners not making adequate progress receive additional language support through small group instruction and interventions. The school continues to strengthen partnerships with families of English learners by providing translated communication, hosting ELAC meetings, and sharing strategies families can use at home to support language development. These efforts reflect our commitment to accelerating English language development and ensuring our multilingual learners thrive academically and socially.

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

Based on the 2024 California School Dashboard data, Sunset Lane Elementary School has identified several student groups whose performance is two or more levels below that of the "All Students" group across key state indicators. These disparities highlight areas requiring focused attention and targeted interventions.

1. Students with Disabilities

- Indicators with Significant Gaps: English Language Arts (ELA), Mathematics, and Suspension Rate
- Steps Taken to Address These Gaps: Targeted interventions, ongoing collaboration between the education specialist and classroom teachers, and increased communication with families to support students' academic, behavioral, and social-emotional goals.

2. Hispanic Students

- Indicators with Significant Gaps: English Language Arts (ELA) and Mathematics
- Steps Taken to Address These Gaps: Targeted interventions, incorporation of culturally relevant teaching materials and resources ensuring that our students see themselves in the mentor texts and stories we are

reading in our classrooms, and enhanced integrated and designated English Language Development (ELD) programs to support language proficiency

3. White Students

- Indicator with Significant Gap: Chronic Absenteeism
- Steps Taken to Address This Gap: Attendance Monitoring and regular tracking of attendance patterns to identify and address issues promptly, family outreach to understand barriers to attendance and provide necessary support, and implementation of initiatives to encourage consistent attendance among students.

Sunset Lane Elementary School is committed to addressing these performance gaps through targeted interventions, professional development, and community engagement. Continuous monitoring and adaptation of strategies are essential to ensure all student groups achieve academic success and well-being.

Other Needs

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

In reviewing local iReady diagnostic data over the past two years, it is evident that while the distance from standard remains high, overall student performance has declined in both English Language Arts (ELA) and Mathematics. This downward trend, despite a historically strong performance profile, is a clear indicator that we must refine and align our instructional practices to better support student growth and achievement.

In response, Sunset Lane Elementary is focusing on the following key actions:

- Aligned Balanced Literacy Instruction School-Wide: Teachers are working collaboratively to implement consistent, research-based literacy practices across all grade levels, grounded in the components of Balanced Literacy.
- Professional Learning Communities (PLCs): Grade-level teams are analyzing student data, identifying instructional gaps, and engaging in collaborative planning to ensure consistency and alignment in ELA and math instruction.
- Targeted Small Group Instruction: Based on iReady data and formative assessments, teachers are grouping students for focused instruction that meets learners at their current levels and accelerates progress toward grade-level standards.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.14%		0	1
African American	%	1.23%	1.12%		9	8
Asian	%	59.84%	58.52%		438	419
Filipino	%	3.01%	3.63%		22	26
Hispanic/Latino	%	24.32%	23.32%		178	167
Pacific Islander	%	0.14%	0.28%		1	2
White	%	7.24%	7.68%		53	55
Two or More Races	%	4.23%	5.31%		31	38
Not Reported	%	0%	%		0	
Total Enrollment					732	716

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		112	76
Grade 1		92	93
Grade 2		97	98
Grade 3		96	95
Grade 4		99	97
Grade 5		114	95
Grade 6		122	119
Total Enrollment		732	716

Conclusions based on this data:

- 1.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	171	168	142	22.0%	23.0%	19.8%
Fluent English Proficient (FEP)	151	132	148	19.4%	18.0%	20.7%

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	95	94	89	94	93	88	94	93	88	98.9	98.9	98.9
Grade 4	112	95	100	110	95	100	110	95	100	98.2	100.0	100
Grade 5	120	112	95	117	112	95	117	112	95	97.5	100.0	100
Grade 6	113	120	122	113	120	122	113	120	122	100.0	100.0	100
All Grades	440	421	406	434	420	405	434	420	405	98.6	99.8	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2460.	2450.	2462.	37.23	29.03	43.18	26.60	31.18	21.59	20.21	22.58	17.05	15.96	17.20	18.18
Grade 4	2523.	2527.	2503.	49.09	46.32	40.00	25.45	27.37	25.00	10.91	13.68	19.00	14.55	12.63	16.00
Grade 5	2555.	2568.	2555.	39.32	48.21	43.16	34.19	28.57	24.21	15.38	16.07	22.11	11.11	7.14	10.53
Grade 6	2616.	2590.	2596.	48.67	38.33	44.26	40.71	35.83	32.79	7.96	19.17	13.11	2.65	6.67	9.84
All Grades	N/A	N/A	N/A	43.78	40.71	42.72	32.03	30.95	26.42	13.36	17.86	17.53	10.83	10.48	13.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.53	25.81	27.27	67.02	62.37	60.23	7.45	11.83	12.50
Grade 4	34.55	28.42	25.00	51.82	66.32	68.00	13.64	5.26	7.00
Grade 5	29.06	31.25	32.63	61.54	61.61	64.21	9.40	7.14	3.16
Grade 6	44.25	38.33	40.98	52.21	52.50	48.36	3.54	9.17	10.66
All Grades	33.64	31.43	32.10	57.83	60.24	59.51	8.53	8.33	8.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.60	18.28	30.68	55.32	62.37	53.41	18.09	19.35	15.91
Grade 4	43.64	37.89	27.00	45.45	50.53	58.00	10.91	11.58	15.00
Grade 5	42.74	45.54	42.11	50.43	45.54	47.37	6.84	8.93	10.53
Grade 6	44.25	40.83	45.08	52.21	52.50	42.62	3.54	6.67	12.30
All Grades	39.86	36.43	36.79	50.69	52.38	49.88	9.45	11.19	13.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.09	11.83	19.32	74.47	78.49	71.59	7.45	9.68	9.09
Grade 4	23.64	13.68	14.00	67.27	80.00	80.00	9.09	6.32	6.00
Grade 5	24.79	32.14	20.00	71.79	62.50	68.42	3.42	5.36	11.58
Grade 6	35.40	20.83	26.23	62.83	76.67	67.21	1.77	2.50	6.56
All Grades	25.81	20.24	20.25	68.89	74.05	71.60	5.30	5.71	8.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.34	21.51	28.41	63.83	65.59	55.68	13.83	12.90	15.91
Grade 4	28.18	35.79	20.00	65.45	54.74	71.00	6.36	9.47	9.00
Grade 5	24.79	34.82	30.53	65.81	58.04	57.89	9.40	7.14	11.58
Grade 6	37.17	31.67	35.25	59.29	62.50	56.56	3.54	5.83	8.20
All Grades	28.34	31.19	28.89	63.59	60.24	60.25	8.06	8.57	10.86

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	95	94	89	95	94	88	95	94	88	100.0	100.0	98.9
Grade 4	112	95	100	112	95	100	112	95	100	100.0	100.0	100
Grade 5	120	112	95	120	112	95	120	112	95	100.0	100.0	100
Grade 6	113	120	122	113	120	122	113	120	122	100.0	100.0	100
All Grades	440	421	406	440	421	405	440	421	405	100.0	100.0	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2460.	2458.	2480.	29.47	34.04	43.18	37.89	35.11	29.55	21.05	14.89	15.91	11.58	15.96	11.36
Grade 4	2529.	2544.	2519.	41.96	46.32	34.00	32.14	34.74	39.00	11.61	14.74	20.00	14.29	4.21	7.00
Grade 5	2549.	2579.	2555.	37.50	51.79	46.32	26.67	23.21	11.58	24.17	16.07	26.32	11.67	8.93	15.79
Grade 6	2602.	2607.	2605.	45.13	49.17	50.00	24.78	29.17	23.77	19.47	16.67	17.21	10.62	5.00	9.02
Grade 11															
All Grades	N/A	N/A	N/A	38.86	45.84	43.70	30.00	30.17	25.93	19.09	15.68	19.75	12.05	8.31	10.62

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	38.95	40.43	50.00	48.42	43.62	36.36	12.63	15.96	13.64
Grade 4	46.43	53.68	43.00	40.18	37.89	47.00	13.39	8.42	10.00
Grade 5	43.33	48.21	44.21	43.33	44.64	42.11	13.33	7.14	13.68
Grade 6	46.90	59.17	51.64	41.59	34.17	36.89	11.50	6.67	11.48
Grade 11									
All Grades	44.09	50.83	47.41	43.18	39.90	40.49	12.73	9.26	12.10

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.53	30.85	39.77	54.74	51.06	48.86	14.74	18.09	11.36
Grade 4	38.39	41.05	36.00	49.11	53.68	53.00	12.50	5.26	11.00
Grade 5	28.33	48.21	35.79	58.33	43.75	42.11	13.33	8.04	22.11
Grade 6	38.94	38.33	36.89	53.10	53.33	54.10	7.96	8.33	9.02
All Grades	34.09	39.90	37.04	53.86	50.36	49.88	12.05	9.74	13.09

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.74	26.60	39.77	51.58	58.51	54.55	13.68	14.89	5.68
Grade 4	46.43	48.42	31.00	42.86	45.26	56.00	10.71	6.32	13.00
Grade 5	22.50	40.18	36.84	65.83	50.89	49.47	11.67	8.93	13.68
Grade 6	30.09	32.50	42.62	65.49	60.00	49.18	4.42	7.50	8.20
All Grades	33.18	36.82	37.78	56.82	53.92	52.10	10.00	9.26	10.12

Conclusions based on this data:

1.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1443.9	1437.8	1443.8	1438.6	1438.8	1446.6	1456.1	1435.2	1437.2	34	26	35
1	1495.1	1459.8	1435.6	1495.3	1457.2	1438.9	1494.0	1462.0	1431.7	30	18	19
2	1507.3	1510.0	1487.9	1492.3	1499.5	1482.7	1521.6	1520.1	1492.6	28	25	20
3	1508.4	1484.6	1488.8	1501.9	1483.4	1488.4	1514.3	1485.5	1488.7	19	17	18
4	1528.3	1554.6	1518.1	1522.5	1554.6	1515.1	1533.6	1554.2	1520.5	16	13	15
5	1566.0	*	*	1563.3	*	*	1568.1	*	*	30	10	8
6	1580.9	1572.7	*	1573.4	1578.8	*	1587.7	1565.9	*	15	13	9
All Grades										172	122	124

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.47	19.23	25.71	20.59	34.62	31.43	41.18	34.62	31.43	11.76	11.54	11.43	34	26	35
1	30.00	11.11	0.00	53.33	50.00	31.58	6.67	27.78	47.37	10.00	11.11	21.05	30	18	19
2	39.29	32.00	15.00	46.43	40.00	40.00	7.14	28.00	45.00	7.14	0.00	0.00	28	25	20
3	26.32	11.76	22.22	52.63	52.94	33.33	21.05	11.76	27.78	0.00	23.53	16.67	19	17	18
4	37.50	53.85	26.67	37.50	46.15	46.67	6.25	0.00	6.67	18.75	0.00	20.00	16	13	15
5	60.00	*	*	26.67	*	*	10.00	*	*	3.33	*	*	30	*	*
6	66.67	46.15	*	33.33	38.46	*	0.00	15.38	*	0.00	0.00	*	15	13	*
All Grades	39.53	28.69	18.55	37.79	40.16	37.10	15.12	23.77	32.26	7.56	7.38	12.10	172	122	124

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.59	11.54	28.57	35.29	46.15	31.43	29.41	30.77	28.57	14.71	11.54	11.43	34	26	35
1	50.00	16.67	10.53	26.67	38.89	31.58	16.67	38.89	42.11	6.67	5.56	15.79	30	18	19
2	46.43	48.00	35.00	39.29	32.00	30.00	10.71	16.00	30.00	3.57	4.00	5.00	28	25	20
3	31.58	41.18	44.44	47.37	29.41	33.33	15.79	5.88	5.56	5.26	23.53	16.67	19	17	18
4	56.25	76.92	53.33	12.50	23.08	26.67	18.75	0.00	0.00	12.50	0.00	20.00	16	13	15
5	73.33	*	*	20.00	*	*	0.00	*	*	6.67	*	*	30	*	*
6	60.00	69.23	*	33.33	15.38	*	6.67	15.38	*	0.00	0.00	*	15	13	*
All Grades	47.09	40.16	34.68	30.81	33.61	29.03	14.53	18.03	25.00	7.56	8.20	11.29	172	122	124

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.91	15.38	25.71	19.57	23.08	22.86	50.00	50.00	42.86	6.52	11.54	8.57	46	26	35
1	6.90	11.11	5.26	55.17	33.33	31.58	24.14	44.44	21.05	13.79	11.11	42.11	29	18	19
2	29.17	24.00	15.00	50.00	44.00	40.00	16.67	24.00	40.00	4.17	8.00	5.00	24	25	20
3	27.27	0.00	16.67	50.00	35.29	27.78	13.64	41.18	33.33	9.09	23.53	22.22	22	17	18
4	33.33	23.08	13.33	43.33	53.85	40.00	16.67	23.08	20.00	6.67	0.00	26.67	30	13	15
5	35.29	*	*	17.65	*	*	41.18	*	*	5.88	*	*	17	*	*
6	33.33	23.08	*	40.00	38.46	*	26.67	30.77	*	0.00	7.69	*	15	13	*
All Grades	25.58	18.03	14.52	40.12	35.25	29.84	24.42	36.07	37.90	9.88	10.66	17.74	172	122	124

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	29.41	19.23	22.86	55.88	73.08	65.71	14.71	7.69	11.43	34	26	35
1	56.67	44.44	26.32	40.00	50.00	63.16	3.33	5.56	10.53	30	18	19
2	53.57	40.00	40.00	42.86	56.00	55.00	3.57	4.00	5.00	28	25	20
3	63.16	52.94	44.44	31.58	29.41	38.89	5.26	17.65	16.67	19	17	18
4	68.75	53.85	46.67	12.50	38.46	40.00	18.75	7.69	13.33	16	13	15
5	46.67	*	*	46.67	*	*	6.67	*	*	30	*	*
6	53.33	46.15	*	46.67	46.15	*	0.00	7.69	*	15	13	*
All Grades	50.58	40.98	33.87	41.86	50.82	54.84	7.56	8.20	11.29	172	122	124

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.71	11.54	28.57	64.71	57.69	45.71	20.59	30.77	25.71	34	26	35
1	30.00	5.56	10.53	60.00	83.33	57.89	10.00	11.11	31.58	30	18	19
2	46.43	52.00	30.00	42.86	40.00	70.00	10.71	8.00	0.00	28	25	20
3	42.11	41.18	38.89	47.37	35.29	50.00	10.53	23.53	11.11	19	17	18
4	50.00	92.31	53.33	31.25	7.69	33.33	18.75	0.00	13.33	16	13	15
5	83.33	*	*	10.00	*	*	6.67	*	*	30	*	*
6	80.00	76.92	*	20.00	23.08	*	0.00	0.00	*	15	13	*
All Grades	46.51	42.62	33.87	41.86	43.44	47.58	11.63	13.93	18.55	172	122	124

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.47	15.38	17.14	58.82	73.08	71.43	14.71	11.54	11.43	34	26	35
1	36.67	27.78	21.05	46.67	61.11	36.84	16.67	11.11	42.11	30	18	19
2	35.71	24.00	0.00	57.14	64.00	80.00	7.14	12.00	20.00	28	25	20
3	0.00	0.00	11.11	84.21	70.59	50.00	15.79	29.41	38.89	19	17	18
4	25.00	15.38	6.67	56.25	84.62	73.33	18.75	0.00	20.00	16	13	15
5	46.67	*	*	40.00	*	*	13.33	*	*	30	*	*
6	33.33	15.38	*	66.67	53.85	*	0.00	30.77	*	15	13	*
All Grades	30.81	18.85	11.29	56.40	65.57	62.90	12.79	15.57	25.81	172	122	124

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	35.29	50.00	45.71	44.12	38.46	45.71	20.59	11.54	8.57	34	26	35
1	36.67	11.11	10.53	60.00	61.11	57.89	3.33	27.78	31.58	30	18	19
2	42.86	44.00	25.00	46.43	52.00	70.00	10.71	4.00	5.00	28	25	20
3	36.84	17.65	5.56	63.16	64.71	77.78	0.00	17.65	16.67	19	17	18
4	31.25	61.54	20.00	43.75	38.46	66.67	25.00	0.00	13.33	16	13	15
5	33.33	*	*	63.33	*	*	3.33	*	*	30	*	*
6	73.33	61.54	*	26.67	38.46	*	0.00	0.00	*	15	13	*
All Grades	39.53	40.98	22.58	51.16	49.18	64.52	9.30	9.84	12.90	172	122	124

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
716	40.9%	19.8%	0.0%
Total Number of Students enrolled in Sunset Lane Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	142	19.8%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	293	40.9%
Students with Disabilities	72	10.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.1%
American Indian	1	0.1%
Asian	419	58.5%
Filipino	26	3.6%
Hispanic	167	23.3%
Two or More Races	38	5.3%
Pacific Islander	2	0.3%
White	55	7.7%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Blue

Mathematics



Green

English Learner Progress



Orange

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

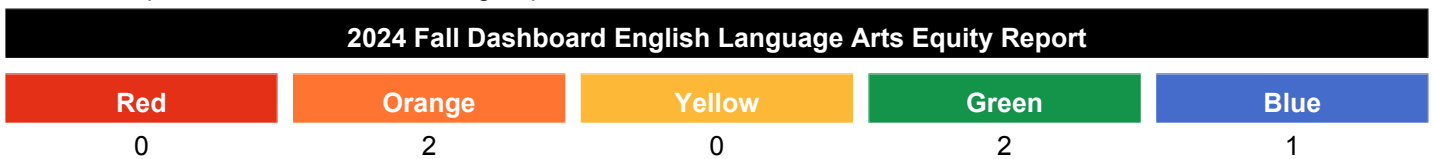
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>47.1 points above standard</p> <p>Declined 3.0 points</p> <p>397 Students</p>	<p>English Learners</p> <p>Green</p> <p>29.7 points above standard</p> <p>Maintained 1.7 points</p> <p>110 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>10.6 points above standard</p> <p>Declined 5.3 points</p> <p>155 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>54.0 points below standard</p> <p>Declined 15.3 points</p> <p>46 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>69.4 points above standard</p> <p>Maintained 1.4 points</p> <p>249 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>15.0 points below standard</p> <p>Declined 6.6 points</p> <p>81 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>47.9 points above standard</p> <p>Increased 19.9 points</p> <p>27 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>36.9 points above standard</p> <p>Declined 14.3 points</p> <p>25 Students</p>

Conclusions based on this data:

1. Although our overall ELA scores remain in "very high" status (47.1 points above standard), there has been a slight decline in comparison to previous years, with our students with disabilities (54 points below standard) and Hispanic populations (15 points below standard) showing the lowest performance and therefore requiring the most support.

School and Student Performance Data

Academic Performance Mathematics

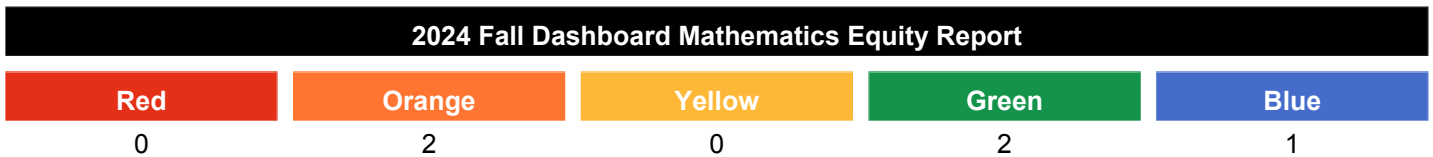
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>38.7 points above standard</p> <p>Declined 7.6 points</p> <p>399 Students</p>	<p>English Learners</p> <p>Green</p> <p>35.1 points above standard</p> <p>Declined 13.2 points</p> <p>112 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>5.1 points above standard</p> <p>Declined 6.1 points</p> <p>157 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>71.3 points below standard</p> <p>Declined 27.4 points</p> <p>46 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>67.0 points above standard</p> <p>Maintained 2.9 points</p> <p>251 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>33.4 points below standard</p> <p>Declined 14.0 points</p> <p>81 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>27.7 points above standard</p> <p>Increased 10.7 points</p> <p>27 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>9.9 points above standard</p> <p>Declined 23.5 points</p> <p>25 Students</p>

Conclusions based on this data:

1. Although our overall Mathematics scores remain in "very high" status (38.7 points above standard), there has been a slight decline in comparison to previous years, with our students with disabilities (71.3 points below standard) and Hispanic populations (33.4 points below standard) showing the lowest performance and therefore requiring the most support.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 52.6% making progress. Number Students: 78 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 2 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.4%	30.8%	0%	52.6%

Conclusions based on this data:

- Although our overall ELPAC scores are considered "medium" status, there has been a slight decline in comparison to previous years. Specifically, 52.6% of English learners were making progress towards English language proficiency. This represents a decline of 5.1%.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>5.1% Chronically Absent</p> <p>Declined 3.6</p> <p>749 Students</p>	<p>English Learners</p>  <p>Green</p> <p>3.7% Chronically Absent</p> <p>Declined 2.3</p> <p>161 Students</p>	<p></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>9.4% Chronically Absent</p> <p>Declined 6.1</p> <p>318 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>15.3% Chronically Absent</p> <p>Declined 11.8</p> <p>85 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>0.9% Chronically Absent</p> <p>Declined 1.6</p> <p>439 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>3.4% Chronically Absent</p> <p>Declined 5.6</p> <p>29 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>13.3% Chronically Absent</p> <p>Declined 10.3</p> <p>173 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>5.3% Chronically Absent</p> <p>Declined 5.3</p> <p>38 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Orange</p> <p>11.9% Chronically Absent</p> <p>Increased 2.6</p> <p>59 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

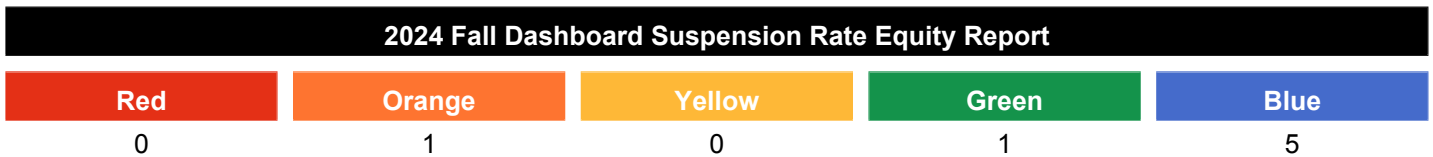
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>0.3% suspended at least one day</p> <p>Maintained 0.1%</p> <p>762 Students</p>	<p>English Learners</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>164 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>0.3% suspended at least one day</p> <p>Increased 0.3%</p> <p>325 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>1.1% suspended at least one day</p> <p>Increased 1.1%</p> <p>88 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>0.2% suspended at least one day</p> <p>Maintained 0%</p> <p>440 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>3.4% suspended at least one day</p> <p>Increased 3.4%</p> <p>29 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>182 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>38 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>62 Students</p>

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Achievement

ENGLISH LANGUAGE ARTS SBAC/CAASPP Goals:

By Spring 2026, the percentage of K-2 students achieving proficiency on benchmark assessments in ELA will increase by at least 10% compared to initial benchmark results.

In the 2025-26 school year, the overall SBAC ELA Distance from Standard (DFS) will increase by 3 points or more, both overall and for all significant subgroups (English Learners, Economically Disadvantaged, Special Education, and Hispanic)

By Spring 2026, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELPAC will increase by at least 10% compared to previous ELPAC results.

MATHEMATICS SBAC/CAASPP Goals:

By Spring 2025, the percentage of K-2 students achieving proficiency on benchmark assessments in Math will increase by at least 10% compared to initial benchmark results.

In the 2025-26 school year, the overall SBAC Math Distance from Standard (DFS) will increase by 3 points or more, both overall and for all significant subgroups (English Learners, Economically Disadvantaged, Special Education, and Hispanic)

For both ELA and Math CAASPP assessments, Sunset Lane's goal is to see accelerated growth of our subgroup population, most specifically our Special Education. For our Special Education population, Sunset Lane's goal is to increase our DFS by 10 points as measured by the Spring 2026 CAASPP ELA and Math Assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 1: All students will demonstrate proficiency or growth toward proficiency in ELA and math.

Identified Need

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

1. Students with Disabilities

- Indicators with Significant Gaps: English Language Arts (ELA) and Mathematics
- Steps Taken to Address These Gaps: Targeted interventions, ongoing collaboration between the education specialist and classroom teachers, and increased communication with families to support students' academic, behavioral, and social-emotional goals.

2. Hispanic Students

- Indicators with Significant Gaps: English Language Arts (ELA) and Mathematics

Steps Taken to Address These Gaps: Targeted interventions, incorporation of culturally relevant teaching materials and resources ensuring that our students see themselves in the mentor texts and stories we are reading in our classrooms, and enhanced integrated and designated English Language Development (ELD) programs to support language proficiency

On the 2024 California School Dashboard, Sunset Lane Elementary School was in the "orange" performance category for the English Learner Progress indicator. Specifically, 52.6% of English learners were making progress towards English language proficiency. This represents a decline of 5.1% compared to the previous year's performance, signaling an area of concern that requires targeted support and improvement efforts.

To address this issue, Sunset Lane has implemented several strategic actions, which include targeted designated and integrated ELD instruction, where teachers are providing daily designated ELD instruction using research-based strategies aligned with student language proficiency levels, as well as integrating language development across all content areas. Additionally, our staff is engaged in ongoing professional learning focused on effective ELD practices, formative assessment, and scaffolding strategies to support English learners across the curriculum. Teachers and site leadership teams regularly analyze ELPAC and local benchmark data to monitor student growth, identify students in need of additional support, and inform instruction. English learners not making adequate progress receive additional language support through small group instruction and interventions. The school continues to strengthen partnerships with families of English learners by providing translated communication, hosting ELAC meetings, and sharing strategies families can use at home to support language development. These efforts reflect our commitment to accelerating English language development and ensuring our multilingual learners thrive academically and socially.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-1 Benchmark Assessments	Benchmark Assessment Data	10% increase
iReady	D2 Data	+3 DFS
SBAC	Dashboard Data	+3 DFS
ELPAC	Dashboard Data	10% increase

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Support Common Core Curriculum</p> <ul style="list-style-type: none"> • Instruction is aligned to grade level CCCSS. Teachers create CCCSS based lessons that support the needs of students. • Instruction in phonics, phonemic awareness, and reading comprehension strategies with a renewed focus on balanced literacy and Readers' Workshop occurs across the curriculum. 	All students	<p>16,470 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistant</p> <p>9840 LCFF - Supplemental 4000-4999: Books And Supplies</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Renewed focus on Heggerty and Orton Gillingham strategies, too.</p> <ul style="list-style-type: none"> • Instruction in writing occurs across the curriculum (math journals, science notebooks, research projects, Writers' Workshop). • Technology and 21st Century learning has been infused into instruction to build creativity, collaboration, communication, and critical thinking. • STEAM activities to make learning relevant and meaningful. • PLCs meet regularly to: analyze data, create both formative and summative assessments, ensure alignment to standards, monitor pacing of instruction, respond to student needs, and discuss effective teaching strategies. Time is provided for PLC work during PE and early release Wednesdays. • Standards-based assessments are created in programs such as Illuminate and iReady. • Enrichment opportunities/activities including, but not limited to STAGE productions, Speech and Debate, Chess Masters, Robotics and Coding, and Math Olympiad. • Instructional aide support for full day Kindergarten classrooms. 		<p>Supplemental Curriculum/Instructional Materials</p> <p>5,000 LCFF - Supplemental 4000-4999: Books And Supplies Instructional Technology</p> <p>2,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Intervention/Enrichment Programs</p> <p>18,411 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal/Program Specialist</p>
1.2	<p>Support for English Language Learners</p> <ul style="list-style-type: none"> • Daily school-wide language time for all students to support language acquisition and extend classroom instruction through Systematic ELD, vocabulary instruction, oral language, writing opportunities, and alignment with ELA Wonders/StudySync curriculum. • Additional ELD instructional resources provided via the Ellevation platform. 	English Learners	<p>4,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Intervention/Enrichment Programs</p> <p>4,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Curriculum/Instructional Materials</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1,250 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Classified Personnel Support
1.3	<p>Support for Struggling Learners</p> <ul style="list-style-type: none"> • Push-in and pull-out RSP services are offered to assist students in meeting IEP goals. • Response to Instruction and Intervention is offered to students in small groups with a targeted focus based on Universal Screenings, diagnostic tests, and common formative assessments. • Positive Behavior Intervention and Supports school-wide. • MTSS/Round table meetings are held to support teachers with struggling learners based on data and the referral process. • Renewed focus on best first teaching within a tier I intervention plan and refinement of PLC, ELD, and RtI practices. • Renewed focus on tier II interventions within the classroom aligned with standards-based instruction. 	SPED, English learners, Struggling students	<p>4,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Intervention/Enrichment Programs</p> <p>4,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Curriculum/Instructional Materials</p> <p>1,250 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Classified Personnel Support</p>
1.4	<p>Support for Teacher Planning, Collaboration, and Professional Development</p> <ul style="list-style-type: none"> • On-going professional development is provided to support Common Core instruction. • Teachers meet weekly during PLC time to collaborate while analyzing data, planning instruction, and creating assessments. Teachers use grade level 	All students	<p>10,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for Teacher Release</p> <p>5,500 LCFF - Supplemental</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>planning and teacher planning days to collaborate on grade level curriculum and instruction.</p> <ul style="list-style-type: none"> • Provide Physical Education program for students that will release teachers for grade level collaboration time. • Teachers receive ongoing professional development at the site level including, but not limited to Writers' Workshop, Readers' Workshop, and Balanced Literacy. • Teachers attend trainings at the District to support student learning including, but not limited to CGI, Writers' Workshop, Readers' Workshop, and Marzano Collaborative Lesson Design. • Teachers have opportunities to attend conferences to stay current with engaging and research based instructional strategies including CUE, STEAM symposium, and the OCC GATE Conference. 		<p>5800: Professional/Consulting Services And Operating Expenditures Professional Development</p> <p>10,368 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Physical Education Program</p>
1.5	<p>Support for School Community Success</p> <ul style="list-style-type: none"> • The following will be utilized for planning, implementation, communication, and collaboration to support students' learning, as engaging and involving the parent community is beneficial in increasing student achievement: <p>ELAC</p> <p>DELAC</p> <p>Back to School Night</p> <p>Open House</p>	All students	<p>800 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Parent Involvement/Support</p> <p>2,008 LCFF - Base 5900: Communications Materials/Supplies (mailings, postage, labels, etc.)</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Fall and Spring Parent Conferences TK Open House and Orientation Kinder Open House and Orientation School Site Council PTA Education Foundation Team Seahawk Safety Committee Blackboard Connect Parent Classroom and School Volunteers Parent Education School and Teacher Websites Social Media - Instagram, Twitter, and Facebook		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Technology and Digital Literacy

All Sunset Lane students and staff will have access to high quality digital tools, resources, and professional learning. All students will have opportunities to access engaging online instructional resources and will be able to demonstrate digital and informational literacy skills as well as development toward mastery of 21st Century learning skills in support of relevant and rigorous learning. Students will receive lessons on digital citizenship, informational literacy skills, and how to be responsible users and consumers of technology.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 2: FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Access to age appropriate technology	Start of the school year - 0%	100% of students will have access
Completion of Common Sense Digital Citizenship lessons annually	Start of the school year - 0%	100% of lessons will be completed

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Support for Understanding of 21st Century Standards and Curriculum and Instruction</p> <ul style="list-style-type: none"> Focus on 21st century skills, content knowledge, and expertise. Build understanding across and among key subjects as well as 21st century interdisciplinary themes. Emphasize deep understanding rather than shallow knowledge. 	All students	<p>750 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies for the Media Center</p> <p>4,000 LCFF - Supplemental 4000-4999: Books And Supplies Instructional Materials and Supplies</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> • Engage students with real world learning, examples, ideas and experiences. • Allow for various levels of mastery as indicated by age and grade level appropriate markers. • Focus on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning. • Support innovative learning methods that integrate the use of supportive technologies, inquiry-based learning, project-based learning, and higher order thinking. • Students will use technology to access curriculum, reinforce skills, and extend learning. Students create, communicate, collaborate, and think critically. • Digital Citizenship is explicitly taught through Common Sense Media. 		
2.2	<p>Support for 21st Century Learning Environments</p> <ul style="list-style-type: none"> • Create learning practices, human support, and physical environments that will support the teaching and learning of 21st century skill outcomes. • Support professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practices. • Enable students to learn in relevant, real world 21st century contexts (e.g. project-based learning or inquiry-based learning). • Allow equitable access to quality learning tools, technologies, and resources. • Provide 21st century architectural and interior designs for group, team, and individual learning. 	All students	<p>5,000 LCFF - Base 6000-6999: Capital Outlay Classroom Equipment/Furniture</p> <p>4,000 LCFF - Supplemental 4000-4999: Books And Supplies Instructional Materials and Supplies</p> <p>8,975 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Tech Support/Personnel</p>
2.3	<p>Support for 21st Century Professional Development</p> <ul style="list-style-type: none"> • Provide professional development opportunities for teachers to integrate 	All students	<p>2,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>21st century skills, tools, and teaching strategies into their classroom practices</p> <ul style="list-style-type: none"> • Balance direct instruction with project-orientated teaching methods. • Identify ways in which a deeper understanding of subject matter can actually enhance problem-solving skills. • Enable 21st century professional learning communities for teachers that model the kinds of best practices and learning strategies that promote 21st century skills for students. • Cultivate teachers' abilities to identify students' particular learning styles, intelligences, strengths and weaknesses. (ATSI) • Professional development is provided throughout the year for site specific needs. 		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Safe and Secure Environment

Sunset Lane will provide a welcoming, inclusive, safe, and secure environment for all members of our school community while also focusing on the social-emotional health and well-being of all staff and students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 3: All FSD departments and school sites will work to provide a safe and secure environment that promotes the physical, social, and emotional health and well-being of all staff and students.

Identified Need

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

1. Students with Disabilities

- Indicators with Significant Gaps: Suspension Rate
- Steps Taken to Address These Gaps: Targeted interventions, ongoing collaboration between the education specialist and classroom teachers, and increased communication with families to support students' academic, behavioral, and social-emotional goals.

2. 3. White Students

- Indicator with Significant Gap: Chronic Absenteeism

Steps Taken to Address This Gap: Attendance Monitoring and regular tracking of attendance patterns to identify and address issues promptly, family outreach to understand barriers to attendance and provide necessary support, and implementation of initiatives to encourage consistent attendance among students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Dashboard Data	Decrease
Survey Data - Feelings of Being Safe and Secure	Survey Data	Increase
Second Step Lesson Completion	Second Step Lesson Completion	100% completion
Suspension Rates	Dashboard Data	Decrease/Maintain

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Supporting Positive School Relationships	All students	9,099 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> • Principal and Assistant Principal support in working collaboratively to promote and reward positive student behavior. • Promote positive relationships among adults, between adults and students, and among students. • Create a school environment where students and staff feel safe and comfortable. • Support excellence in attendance and participation in all school activities. • Sunset Lane's Mental Health Associate and School Psychologist provide social-emotional and behavioral support to promote positive behaviors and a healthy mental state for students. • The PBIS school-wide program helps promote and reward positive student behavior. 		2000-2999: Classified Personnel Salaries Mental Health Associate 2,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures PBIS Materials 3,000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Copier/Printing Costs 9,206 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal/Program Specialist 5,000 LCFF - Base 4000-4999: Books And Supplies Materials/Supplies
3.2	Supporting Fun and Engaging Teaching and Learning <ul style="list-style-type: none"> • Provide all resources required for a positive classroom environment. • Provide ample supports and opportunities for student success. • Support school wide activities such as assemblies, classroom competitions, and celebrations of both individual and school-wide successes. • Provide physical education to support the overall health and well-being of students. 	All students	5,000 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies 3,000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Copier/Printing Costs 40,092 LCFF - Base 1000-1999: Certificated Personnel Salaries Physical Education Program
3.3	Supporting a Welcoming Environment <ul style="list-style-type: none"> • Exemplify and promote a positive and friendly campus culture. • Buildings will be clean, orderly, well maintained, free of clutter, and well lit. • Student work and achievement is highlighted and displayed in classrooms and public areas. 	All students	3,000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Copier/Printing Costs 750 LCFF - Supplemental 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> Excellence in customer service is emphasized. Cultural diversity is embraced through a variety of school activities (e.g. culturally responsive teaching and instruction, culturally diverse classroom libraries, and school-wide cultural experiences and celebrations). 		Media Center Materials - Culturally Diverse Literature 2,500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Cultural experiences and celebrations
3.4	Supporting School Safety <ul style="list-style-type: none"> Principal and Assistant Principal support in working collaboratively to ensure safety for all educational partners. Additional supervision throughout the day during recess and lunch times. Emphasize the importance of positive physical, mental, and emotional health for students and adults on campus. The campus will be maintained to emphasize safety for all staff and students. Regular drills will be held to support emergency preparedness. A detailed emergency plan is in place and all staff members understand their roles in the event of a serious emergency. Emergency supplies are kept on site and updated on an annual basis. A detailed Safe School Plan and Safe School Action Plan are in place. Our school safety committee will meet regularly to discuss safety concerns and develop action plans for ongoing improvement of safety across campus. 	All students	5,000 LCFF - Base 4000-4999: Books And Supplies Safety Materials and Supplies 2,500 LCFF - Base 5000-5999: Services And Other Operating Expenditures Maintenance Work Orders 9,206 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal/Program Specialist 20,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Noon Duty Supervisors

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent Engagement

Sunset Lane will support excellent communication among all members of our school community and within our District and the City of Fullerton. We will also promote the engagement of all parents by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and diverse cultures.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 4: FSD will promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP/School Surveys	Fall and Winter Survey Data/LCAP Data Completion	Increase completion
Attendance at Parent Meetings (ELAC, PTA, Foundation, SSC, Team Seahawk)	Sign in sheets for attendance	Increased attendance

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Supporting School to Home Communication</p> <ul style="list-style-type: none"> School administration and classroom teachers will establish positive communication throughout the school year. Information will be disseminated to families describing school programs, events, policies, and procedures. (ATSI) 	All students	<p>700 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Parent Involvement/Support</p> <p>3,000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Copier/Printing Costs</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> • The school will communicate via phone, e-mail, newsletter, marquee, and flyers to inform all families of current events, celebrate success, and support academic excellence. • Personal phone calls and face to face meetings will ensure that important information is conveyed directly. • Parents will be informed and have a voice in matters of advocacy for students and families, including contact information when more information is needed. • Wednesday folders will be used for the purpose of communicating with families on a weekly basis. 		<p>1,500 LCFF - Base 2000-2999: Classified Personnel Salaries Extra Clerical Support</p> <p>2,500 LCFF - Base 4000-4999: Books And Supplies Materials/Supplies</p>
4.2	<p>Supporting Strong Communication Among School Staff</p> <ul style="list-style-type: none"> • Positive communication skills will be promoted among all staff through the use of a variety of communication tools: <p>E-mail</p> <p>Phone</p> <p>Announcements</p> <p>Calendars</p> <p>Weekly Staff Newsletter</p> <p>Meeting Agendas</p>	All students	<p>2,500 LCFF - Base 4000-4999: Books And Supplies Materials/Supplies</p>
4.3	<p>Supporting Communication Among Staff and Students</p> <ul style="list-style-type: none"> • Teachers will make communication of learning goals and work expectations to students clear. • Teachers will promote positive communication and celebrate success. • Office staff and administration will be available to students to offer support as needed throughout the school day. • Staff to student communication will be made through a variety of 	All students	<p>2,500 LCFF - Base 4000-4999: Books And Supplies Materials/Supplies</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	communication tools such as e-mail, face to face, and announcements.		
4.4	<p>Supporting Communication Among Students</p> <ul style="list-style-type: none"> • Positive communication skills will be promoted through classroom discussions, curricular connections, and one to one conversations. • Students will understand the importance of positive communication through social media and demonstrate an understanding of digital citizenship appropriate for grade level and age. • Students will demonstrate working toward proficiency in oral and written language communication skills. • Support will be provided for students in need and will be available through teachers, the school administrative team, and the school mental health associate. 	All students	2,500 LCFF - Base 4000-4999: Books And Supplies Materials/Supplies
4.5	<p>Supporting Communication with the District</p> <ul style="list-style-type: none"> • Clear and timely communication between school and District will be accomplished through effective use of e-mail, text, phone, direct contact, social media, the school marquee, and PeachJar. • District information will be effectively conveyed to members of staff and community as is pertinent. • Sunset Lane will support District events and promote active participation among school community members. • Parents will have Sunset Lane's support in coordinating support and advocacy for students and district programs that provide families the support needed. 	All students	2,500 LCFF - Base 4000-4999: Books And Supplies Materials/Supplies
4.6	<p>Supporting Communication with the Wider Community</p> <ul style="list-style-type: none"> • Sunset Lane will utilize social media (Facebook, Twitter, Instagram) to promote school programs, practices, events and to celebrate success. • Sunset Lane will develop a positive working relationship with local news 	All students	2,500 LCFF - Base 4000-4999: Books And Supplies Materials/Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>organizations such as the Fullerton Observer.</p> <ul style="list-style-type: none"> • Sunset Lane will practice positive communication with our feeder junior high school, Parks. • Sunset Lane will participate in community events such as Love Fullerton, the All the Arts Pin Auction, and the Fullerton Education Foundation Toast to Learning Event. 		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$263,175.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$93,100.00
LCFF - Supplemental	\$170,075.00

Subtotal of state or local funds included for this school: \$263,175.00

Total of federal, state, and/or local funds for this school: \$263,175.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	93,100.00
LCFF - Supplemental	170,075.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	97,283.00
2000-2999: Classified Personnel Salaries	58,544.00
4000-4999: Books And Supplies	62,340.00
5000-5999: Services And Other Operating Expenditures	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,000.00
5900: Communications	2,008.00
6000-6999: Capital Outlay	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	40,092.00
2000-2999: Classified Personnel Salaries	LCFF - Base	1,500.00
4000-4999: Books And Supplies	LCFF - Base	30,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	14,500.00
5900: Communications	LCFF - Base	2,008.00
6000-6999: Capital Outlay	LCFF - Base	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	57,191.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	57,044.00

4000-4999: Books And Supplies	LCFF - Supplemental	32,340.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	15,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	8,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	98,897.00
Goal 2	24,725.00
Goal 3	119,353.00
Goal 4	20,200.00

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
Tracy Gyurina	Principal
Jennifer Schaller	Classroom Teacher
Kristin Schleicher	Classroom Teacher
Briana Boyle	Classroom Teacher
Jeannette Kaufman	Other School Staff
Reena Agrawal	Parent or Community Member
Stephanie Cardenas	Parent or Community Member
Ana Facchinato	Parent or Community Member
Jen Kim	Parent or Community Member
Jose Victorino	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 April 22, 2025.

Attested:



Principal, Tracy Gyurina on April 22, 2025



SSC Chairperson, Ana Facchinato on April 24, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

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