

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunshine Gardens Elementary School	41690706045157	October 14, 2025	May 7, 2026

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 Sunshine Gardens 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.

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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 Sunshine Gardens Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Sunshine Gardens Elementary is committed to supporting all our students and families so we can achieve our three goals, increase academic achievement, grow the capacity of our staff, and better engage our students, families, community members, and staff.

Educational Partner Involvement

How, when, and with whom did Sunshine Gardens 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

The School Plan for Student Achievement is developed with the input of staff, families, and community members. It is approved by the School Site Council (SSC), which meets a minimum of 4 times per year to share data, discuss results, and find solutions for challenges.

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.

Based on the 2023–2024 CAASPP results and site-based assessment data, Sunshine Gardens Elementary School has identified inequities in academic outcomes for English Learners, students receiving Special Education services, and Hispanic/Latino students. Overall, 36% of students met or exceeded standards in English Language Arts and 32% in mathematics, with lower performance trends evident across key student groups. Additionally, mathematics data indicates that only 24% of third-grade students, 42% of fourth-grade students, and 26% of fifth-grade students met or exceeded standards, highlighting continued gaps in achievement.

These outcomes point to inequities in access to consistent, targeted academic supports, particularly in early literacy and mathematics instruction. While the school has implemented interventions such as in class tier 1 supports, Reading Intervention, Math Intervention, Academic Centers, and UFLI structured literacy programs, there is a need to strengthen systematic implementation, increase access to intervention time, and ensure all students receive high-quality, differentiated core instruction.

Analysis of DIBELS data suggests variability in reading proficiency across classrooms, indicating a need for more consistent instructional practices, progress monitoring, and targeted small group instruction. Addressing these inequities will require continued investment in instructional materials, professional development, and staffing structures that support intervention and differentiation, particularly in the primary grades.

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.

Sunshine Gardens ES overall performance levels for 2025: English Language Arts (YELLOW); Mathematics (ORANGE); English Learner Progress (ORANGE); Chronic Absenteeism (YELLOW); Suspension Rate (GREEN); Science (GREEN)

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.

The following SGES student groups were two or more levels below the "All Student" performance:

English Language Arts: All Students (YELLOW) - Students w/Disabilities (RED)
Suspension Rate (GREEN) - Students w/Disabilities (ORANGE) Filipino (ORANGE)

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sunshine Gardens 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.6%	0.60%	1.82%	2	2	6
African American	2.1%	1.80%	1.52%	7	6	5
Asian	8.98%	7.49%	5.78%	30	25	19
Filipino	15.87%	16.17%	16.72%	53	54	55
Hispanic/Latino	59.28%	58.68%	58.97%	198	196	194
Pacific Islander	1.2%	1.20%	1.22%	4	4	4
White	5.69%	5.99%	4.26%	19	20	14
Two or More Races	6.29%	8.08%	9.73%	21	27	32
Not Reported	0%	%	%	0		
Total Enrollment				334	334	329

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			23
Kindergarten	70	50	
Grade 1	48	49	
Grade 2	45	49	
Grade3	65	44	
Grade 4	56	67	
Grade 5	50	52	
Total Enrollment	334	334	

Conclusions based on this data:

1. Sunshine Gardens' largest subgroups are Latinos, Filipinos, and Asians.
2. Data shows 2023-Present shows that projected student enrollment remains stable.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	136	132	107	40.7%	39.5%	32.5%
Fluent English Proficient (FEP)	60	57	55	18.0%	17.1%	16.7%

Conclusions based on this data:

1. There was decrease of English Language Learner enrollment of 8% from the 2022-2025 school years.
2. There is no data reported for reclassification.
3. Fluent English Proficient enrollment decreased by 1% over the course of 2022-2025.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65	47	45	61	45	44	61	45	44	93.8	95.7	97.8
Grade 4	65	68	48	57	66	44	57	66	44	87.7	97.1	91.7
Grade 5	49	55	67	47	52	66	47	52	66	95.9	94.5	98.5
All Grades	179	170	160	165	163	154	165	163	154	92.2	95.9	96.3

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2399.	2390.	2377.	13.11	15.56	13.64	22.95	20.00	18.18	27.87	28.89	25.00	36.07	35.56	43.18
Grade 4	2424.	2431.	2436.	12.28	15.15	15.91	17.54	18.18	22.73	33.33	28.79	27.27	36.84	37.88	34.09
Grade 5	2475.	2468.	2487.	8.51	13.46	16.67	29.79	26.92	28.79	27.66	19.23	27.27	34.04	40.38	27.27
All Grades	N/A	N/A	N/A	11.52	14.72	15.58	23.03	21.47	24.03	29.70	25.77	26.62	35.76	38.04	33.77

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
Grade 3	13.11	13.33	13.64	60.66	64.44	59.09	26.23	22.22	27.27	
Grade 4	7.02	9.09	9.09	70.18	65.15	63.64	22.81	25.76	27.27	
Grade 5	12.77	15.38	10.61	78.72	53.85	66.67	8.51	30.77	22.73	
All Grades	10.91	12.27	11.04	69.09	61.35	63.64	20.00	26.38	25.32	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.20	8.89	6.82	63.93	53.33	54.55	27.87	37.78	38.64
Grade 4	8.77	12.12	6.82	52.63	56.06	63.64	38.60	31.82	29.55
Grade 5	10.64	15.38	13.64	55.32	51.92	63.64	34.04	32.69	22.73
All Grades	9.09	12.27	9.74	57.58	53.99	61.04	33.33	33.74	29.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.84	4.44	6.82	72.13	68.89	63.64	18.03	26.67	29.55
Grade 4	10.53	6.06	9.09	59.65	71.21	65.91	29.82	22.73	25.00
Grade 5	10.64	7.69	4.55	65.96	78.85	83.33	23.40	13.46	12.12
All Grades	10.30	6.13	6.49	66.06	73.01	72.73	23.64	20.86	20.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.84	8.89	15.91	65.57	64.44	45.45	24.59	26.67	38.64
Grade 4	12.28	9.09	9.09	63.16	71.21	72.73	24.56	19.70	18.18
Grade 5	14.89	9.62	19.70	65.96	67.31	62.12	19.15	23.08	18.18
All Grades	12.12	9.20	15.58	64.85	68.10	60.39	23.03	22.70	24.03

Conclusions based on this data:

1. There was a increase of 3-5% in the number of students who scored "exceeded or met standard" in Overall between 2022-2025
2. There was an increase by .5-4% in "exceeded or met standard" in all grades in Writing between 2022-2025.
3. There was decrease by 4% of students who scored "at or near standard" in all grades in Research and Inquiry between 2022-2025.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65	47	45	63	44	41	63	44	41	96.9	93.6	91.1
Grade 4	65	67	48	63	64	47	63	64	47	96.9	95.5	97.9
Grade 5	49	55	67	49	53	66	48	53	66	100.0	96.4	98.5
All Grades	179	169	160	175	161	154	174	161	154	97.8	95.3	96.3

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2402.	2388.	2400.	12.70	2.27	4.88	17.46	22.73	31.71	31.75	27.27	29.27	38.10	47.73	34.15
Grade 4	2426.	2467.	2446.	9.52	17.19	10.64	12.70	25.00	19.15	33.33	31.25	42.55	44.44	26.56	27.66
Grade 5	2458.	2460.	2490.	4.17	11.32	18.18	12.50	15.09	19.70	39.58	32.08	30.30	43.75	41.51	31.82
Grade 11															
All Grades	N/A	N/A	N/A	9.20	11.18	12.34	14.37	21.12	22.73	34.48	30.43	33.77	41.95	37.27	31.17

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.29	9.09	4.88	50.79	56.82	65.85	34.92	34.09	29.27
Grade 4	12.70	21.88	17.02	46.03	51.56	53.19	41.27	26.56	29.79
Grade 5	6.25	7.55	30.30	47.92	56.60	39.39	45.83	35.85	30.30
Grade 11									
All Grades	11.49	13.66	19.48	48.28	54.66	50.65	40.23	31.68	29.87

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.70	4.55	9.76	50.79	52.27	65.85	36.51	43.18	24.39
Grade 4	7.94	15.63	6.38	42.86	56.25	46.81	49.21	28.13	46.81
Grade 5	4.17	13.21	13.64	43.75	45.28	51.52	52.08	41.51	34.85
All Grades	8.62	11.80	10.39	45.98	51.55	53.90	45.40	36.65	35.71

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.29	6.82	12.20	63.49	65.91	56.10	22.22	27.27	31.71
Grade 4	12.70	25.00	14.89	55.56	54.69	59.57	31.75	20.31	25.53
Grade 5	4.17	7.55	12.12	66.67	56.60	60.61	29.17	35.85	27.27
All Grades	10.92	14.29	12.99	61.49	58.39	59.09	27.59	27.33	27.92

Conclusions based on this data:

1. Overall achievement in Mathematics shows growth in the number of students who "met standards in grades: 3%-8% between 2022-2025
2. The percentage of overall students who scored "at or near standard" in Problem Solving and Modeling Data Analysis increase by 8% between 2022-2025
3. The percentage of overall students who scored "at or near standard" in Communicating Reasoning decreased by 2% between 2022-2025

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/eng/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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1455.0	1423.6	*	1456.9	1434.3	*	1450.2	1398.4	*	30	30	8
1	1490.9	1459.4	1467.2	1498.3	1454.3	1468.0	1483.0	1464.1	1465.8	20	21	20
2	1466.4	1476.4	1502.2	1460.8	1487.7	1466.4	1471.5	1464.4	1537.6	13	14	18
3	1467.7	1473.9	1491.6	1464.8	1471.9	1496.6	1470.0	1475.1	1486.2	21	14	14
4	1470.7	1520.5	1466.4	1459.2	1536.2	1454.0	1481.7	1504.3	1478.4	26	23	16
5	1518.6	1504.7	1524.7	1509.5	1519.0	1521.8	1527.2	1489.9	1527.0	23	21	21
All Grades										133	123	97

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.33	23.33	*	50.00	36.67	*	26.67	23.33	*	0.00	16.67	*	30	30	*
1	35.00	14.29	15.00	45.00	47.62	60.00	15.00	28.57	15.00	5.00	9.52	10.00	20	21	20
2	7.69	0.00	11.11	46.15	71.43	77.78	23.08	21.43	5.56	23.08	7.14	5.56	13	14	18
3	5.00	7.14	7.14	20.00	35.71	50.00	50.00	35.71	28.57	25.00	21.43	14.29	20	14	14
4	3.85	17.39	0.00	34.62	52.17	25.00	30.77	13.04	43.75	30.77	17.39	31.25	26	23	16
5	4.35	28.57	23.81	60.87	28.57	42.86	26.09	14.29	19.05	8.70	28.57	14.29	23	21	21
All Grades	13.64	17.07	15.46	43.18	43.90	50.52	28.79	21.95	19.59	14.39	17.07	14.43	132	123	97

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.67	30.00	*	43.33	33.33	*	30.00	16.67	*	0.00	20.00	*	30	30	*
1	55.00	19.05	25.00	40.00	47.62	50.00	0.00	28.57	10.00	5.00	4.76	15.00	20	21	20
2	15.38	42.86	16.67	38.46	35.71	50.00	23.08	21.43	27.78	23.08	0.00	5.56	13	14	18
3	15.00	21.43	35.71	55.00	42.86	42.86	10.00	14.29	21.43	20.00	21.43	0.00	20	14	14
4	23.08	52.17	6.25	30.77	30.43	37.50	19.23	8.70	25.00	26.92	8.70	31.25	26	23	16
5	21.74	28.57	52.38	69.57	47.62	23.81	0.00	4.76	14.29	8.70	19.05	9.52	23	21	21
All Grades	26.52	32.52	27.84	46.21	39.02	42.27	14.39	15.45	17.53	12.88	13.01	12.37	132	123	97

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	19.05	10.00	*	19.05	30.00	*	28.57	50.00	*	33.33	10.00	*	21	30	*
1	0.00	19.05	15.00	38.89	28.57	50.00	44.44	42.86	20.00	16.67	9.52	15.00	18	21	20
2	0.00	0.00	27.78	42.86	50.00	66.67	28.57	35.71	0.00	28.57	14.29	5.56	14	14	18
3	0.00	0.00	0.00	10.53	14.29	28.57	73.68	42.86	50.00	15.79	42.86	21.43	19	14	14
4	0.00	4.35	0.00	33.33	21.74	6.25	41.67	39.13	43.75	25.00	34.78	50.00	12	23	16
5	*	0.00	4.76	*	23.81	42.86	*	38.10	33.33	*	38.10	19.05	*	21	21
All Grades	6.06	6.50	14.43	31.06	27.64	38.14	40.91	42.28	27.84	21.97	23.58	19.59	132	123	97

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.67	33.33	*	80.00	50.00	*	3.33	16.67	*	30	30	*
1	80.00	52.38	65.00	20.00	42.86	30.00	0.00	4.76	5.00	20	21	20
2	23.08	35.71	27.78	69.23	57.14	72.22	7.69	7.14	0.00	13	14	18
3	10.00	7.14	28.57	60.00	71.43	57.14	30.00	21.43	14.29	20	14	14
4	30.43	43.48	18.75	39.13	52.17	43.75	30.43	4.35	37.50	23	23	16
5	27.27	22.22	19.05	63.64	55.56	80.95	9.09	22.22	0.00	22	18	21
All Grades	30.47	34.17	35.05	56.25	53.33	54.64	13.28	12.50	10.31	128	120	97

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	30.00	33.33	*	70.00	46.67	*	0.00	20.00	*	30	30	*
1	35.00	9.52	5.00	60.00	76.19	75.00	5.00	14.29	20.00	20	21	20
2	25.00	35.71	5.56	58.33	64.29	88.89	16.67	0.00	5.56	12	14	18
3	30.00	28.57	57.14	55.00	57.14	35.71	15.00	14.29	7.14	20	14	14
4	23.08	69.57	6.25	50.00	21.74	62.50	26.92	8.70	31.25	26	23	16
5	78.26	66.67	73.68	13.04	14.29	10.53	8.70	19.05	15.79	23	21	19
All Grades	37.40	41.46	26.32	51.15	44.72	57.89	11.45	13.82	15.79	131	123	95

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.33	6.67	*	76.67	80.00	*	0.00	13.33	*	30	30	*
1	55.00	33.33	26.32	35.00	33.33	63.16	10.00	33.33	10.53	20	21	19
2	23.08	0.00	44.44	61.54	92.86	50.00	15.38	7.14	5.56	13	14	18
3	5.00	0.00	0.00	40.00	57.14	71.43	55.00	42.86	28.57	20	14	14
4	4.35	4.35	0.00	60.87	60.87	43.75	34.78	34.78	56.25	23	23	16
5	4.55	11.11	10.53	72.73	50.00	63.16	22.73	38.89	26.32	22	18	19
All Grades	18.75	10.00	19.15	59.38	62.50	57.45	21.88	27.50	23.40	128	120	94

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	50.00	43.33	*	43.33	46.67	*	6.67	10.00	*	30	30	*
1	5.00	14.29	5.00	80.00	80.95	85.00	15.00	4.76	10.00	20	21	20
2	0.00	14.29	44.44	69.23	64.29	50.00	30.77	21.43	5.56	13	14	18
3	5.00	0.00	7.14	70.00	78.57	78.57	25.00	21.43	14.29	20	14	14
4	3.85	21.74	0.00	65.38	69.57	66.67	30.77	8.70	33.33	26	23	15
5	17.39	5.26	0.00	73.91	63.16	85.71	8.70	31.58	14.29	23	19	21
All Grades	16.67	19.83	16.67	65.15	65.29	69.79	18.18	14.88	13.54	132	121	96

Conclusions based on this data:

- Overall ELPAC scores increase 3%-7% in Level 4 and Level 3 between 2022-2025.
- Students Well Developed in Speaking decreased by 10% but increased by 7% in Somewhat Moderately developed between 2022-2025

-
-
3. In order to address the needs of our English Language Learners, integrated and designated English Language Development instruction must be treated as an area of "high priority" where there is consistent data tracking, data analysis, and accordingly adjusted instruction.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
329	51.1%	32.5%	1.5%
Total Number of Students enrolled in Sunshine Gardens 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	107	32.5%
Foster Youth	5	1.5%
Homeless	9	2.7%
Socioeconomically Disadvantaged	168	51.1%
Students with Disabilities	54	16.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.5%
American Indian	6	1.8%
Asian	19	5.8%
Filipino	55	16.7%
Hispanic	194	59%
Two or More Races	32	9.7%
Pacific Islander	4	1.2%
White	14	4.3%

Conclusions based on this data:

1. More than half of our student population, 51%, are socio-economically challenged.

2. 32.5% of our student population is made up of English Language Learners.
3. Our largest student subgroups are Latinos, Filipinos, and Asians and English Learners and Special Education.

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

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Green

Mathematics



Orange

English Learner Progress



Orange

Conclusions based on this data:

1. Chronic absenteeism has improved.
2. Suspensions have significantly improved

School and Student Performance Data

Academic Performance English Language Arts

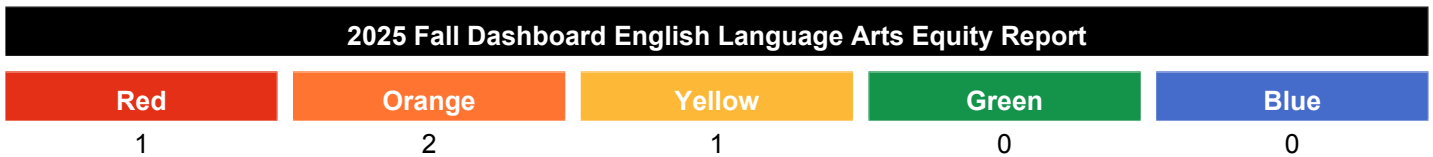
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>32.4 points below standard</p> <p>Increased 4 points</p> <p>152 Students</p>	<p>English Learners</p> <p>Orange</p> <p>72.4 points below standard</p> <p>Increased 11.2 points</p> <p>67 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>54 points below standard</p> <p>Maintained 2.2 points</p> <p>86 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>119.4 points below standard</p> <p>Declined 3.4 points</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>48.4 points above standard</p> <p>Increased 44.6 points</p> <p>19 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>50.6 points below standard</p> <p>Increased 9.1 points</p> <p>94 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>18.6 points below standard</p> <p>Declined 17.3 points</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>

Conclusions based on this data:

1. The following groups have showed growth in English Language Arts, Hispanic, (+9.1) Filipino (+44.6 points)
2. Our English Learners made significant growth (+11.2)
3. Our Students with Disabilities declined by 3.4 points

School and Student Performance Data

Academic Performance Mathematics

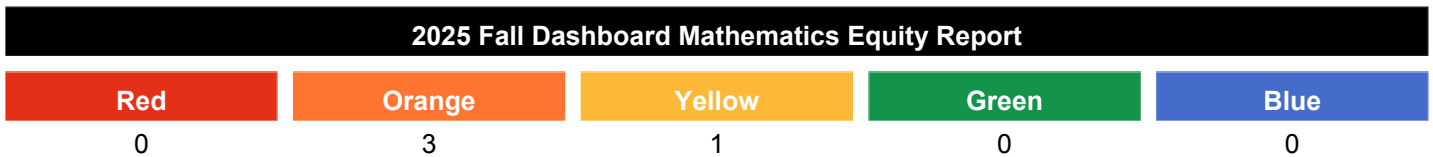
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group																
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>37.6 points below standard</td> </tr> <tr> <td>Maintained 1.3 points</td> </tr> <tr> <td>152 Students</td> </tr> </tbody> </table>	All Students	 Orange	37.6 points below standard	Maintained 1.3 points	152 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>69.9 points below standard</td> </tr> <tr> <td>Increased 17.4 points</td> </tr> <tr> <td>69 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	69.9 points below standard	Increased 17.4 points	69 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Long-Term English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td>3 Students</td> </tr> </tbody> </table>	Long-Term English Learners	 No Performance Color	Fewer than 11 students - No Data for Privacy	3 Students
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<p>Students with Disabilities</p>  <p>Orange</p> <p>134.3 points below standard</p> <p>Increased 29.1 points</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>6 points above standard</p> <p>Increased 21.1 points</p> <p>20 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>57 points below standard</p> <p>Maintained 1.9 points</p> <p>94 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>25.2 points below standard</p> <p>Declined 37.3 points</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>

Conclusions based on this data:

1. Our Special Education student subgroup made the most significant growth (+29.1 points).
2. Our Hispanic student subgroup maintained.
3. Our English Learners increased 17.4 points.

School and Student Performance Data

Academic Performance Science

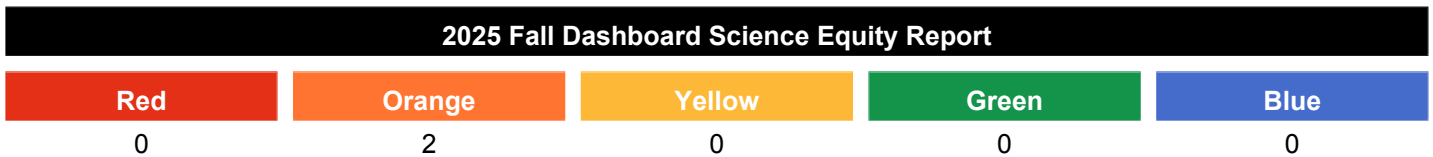
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>46 science points Increased 2.8 points</p> <p>65 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>35.6 science points Increased 8.1 points</p> <p>27 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>37.2 science points Maintained -1.1 points</p> <p>35 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>30.5 science points</p> <p>Increased 10.9 points</p> <p>16 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>53.8 science points</p> <p>11 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>41.4 science points</p> <p>Maintained 0.1 points</p> <p>37 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>

Conclusions based on this data:

1. English Learners increased by 8.1 points
2. Students with disabilities increased by 10.9 points

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 47 making progress. Number Students: 83 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 19.3%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 33.7%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 47%

Conclusions based on this data:

- 47% of our English Language learners are making progress towards English language proficiency.
- We need to find the root cause of the inadequate progress that the remaining 53% is not making towards English language proficiency.
- We need to find out why 19.3% of our students decreased one English Language Proficiency Indicator.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group																
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Foster Youth</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr> <td style="text-align: center;">Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td style="text-align: center;">5 Students</td> </tr> </table>	Foster Youth	 No Performance Color	Fewer than 11 students - No Data for Privacy	5 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Homeless</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">15.4% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 2.8</td> </tr> <tr> <td style="text-align: center;">13 Students</td> </tr> </table>	Homeless	 No Performance Color	15.4% Chronically Absent	Declined 2.8	13 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Socioeconomically Disadvantaged</th> </tr> <tr> <td style="text-align: center;">  Yellow </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">18.7% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 2.6</td> </tr> <tr> <td style="text-align: center;">187 Students</td> </tr> </table>	Socioeconomically Disadvantaged	 Yellow	18.7% Chronically Absent	Declined 2.6	187 Students
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<p>Students with Disabilities</p>  <p>Yellow</p> <p>16.9% Chronically Absent</p> <p>Declined 6.2</p> <p>71 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>5.3% Chronically Absent</p> <p>Declined 5.8</p> <p>19 Students</p>	<p>Filipino</p>  <p>Yellow</p> <p>14.5% Chronically Absent</p> <p>Declined 3.3</p> <p>55 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>16.8% Chronically Absent</p> <p>Declined 6</p> <p>197 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>25% Chronically Absent</p> <p>Declined 3.6</p> <p>32 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>14.3% Chronically Absent</p> <p>Declined 4.8</p> <p>14 Students</p>

Conclusions based on this data:

1. In 2025, our Special Education and Hispanic student groups showed the largest rate of chronic absenteeism at over 16%
2. Our office staff makes personalized calls daily to monitor attendance and administration follows through with letters, meetings, and home visits when attendance does not improve.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 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. This data is not monitored in elementary schools.

School and Student Performance Data

Conditions & Climate Suspension Rate

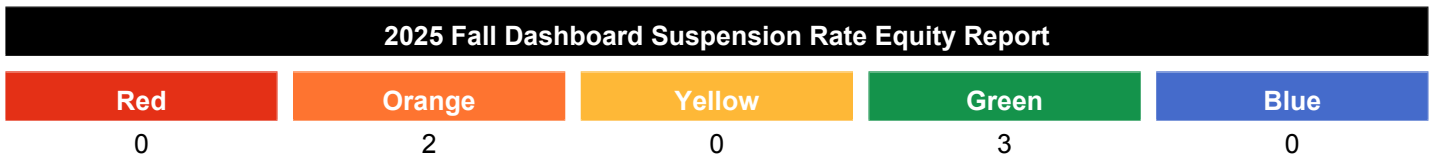
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>0.9% suspended at least one day</p> <p>Declined 0.5%</p> <p>339 Students</p>	<p>English Learners</p> <p> Green</p> <p>1.8% suspended at least one day</p> <p>Declined 0.3%</p> <p>111 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>1.1% suspended at least one day</p> <p>Declined 0.7%</p> <p>189 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>4.2% suspended at least one day</p> <p>Increased 0.4%</p> <p>72 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>20 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.8%</p> <p>55 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>1% suspended at least one day</p> <p>Declined 0.9%</p> <p>198 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>32 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4.8%</p> <p>14 Students</p>

Conclusions based on this data:

1. In 2025, our school was in the green performance level in suspension rate
2. In 2025, students with disabilities subgroup was in the orange performance level in suspension rate.
3. The administrator, wellness counselor, school psychologist, and CARE team will work to address disparities in our SPED suspensions.

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.

Language Arts/Literacy

District Alignment: Improve academic achievement in literacy by ensuring all students read at or above grade level.
 Goal: By June 2026, increase the percentage of students in grades K–5 meeting or exceeding standards in CAASPP ELA and DIBELS

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

SSG students will demonstrate improvement in academic achievement. Special emphasis will be placed on vulnerable student populations, such as English Language Learners, Low SES, and Special Education.

LCAP Goal 1

The district will provide a high quality educational program that focuses on raising the overall academic achievement and social learning environment for all students. A primary area of focus will remain on our curricular program to ensure its coherent and aligned across the District.

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.

At Sunshine Gardens, Low SES students, Special Education and English Language Learners need to improve their reading performance and comprehension.

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
DIBELS composite scores (K–2): Composite scores At or Above will increase by 25% from BOY to EOY	BOY DATA At or Above DIBELS K--46% DIBELS 1st--50% DIBELS 2nd--81%	EOY DATA At or Above DIBELS K--71% actual 64% DIBELS 1st--75% actual 72% DIBELS 2nd-100%. actual 79%
DIBELS composite scores (3-5): MAZE(reading comprehension) scores At or Above will increase by 25% from BOY to EOY	BOY DATA At or Above MAZE MAZE 3-58% MAZE 4--38% MAZE 5--58%	EOY DATA At or Above MAZE MAZE 3-83% actual 45% MAZE 4--63% actual 67% MAZE 5--83% actual 78%
CAASPP ELA results (grades 3–5): Increase the percent of students meeting or exceeding standard by at least 5% in 2025-2026	40% in 2024-2025 met or exceeded	45% in 2025-2026 met or exceeded

ELA CAASPP MLL will increase by 3%	9% of MLL in 2024-2025 met or exceeded	12% of MLL in 2025-2026 met or exceeded
SPED in ELA CAASPP will increase in 4%	16% of SPED in 2024-2025 met or exceeded	20% of SPED in 2025-2026 met or exceeded

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>ALL Strategies: Implement UFLI phonics with fidelity TK–2. Daily small-group reading instruction. Academic discourse routines (partner talk, accountable talk frames). Write Tools PD Small Guided Reading Groups and Implementing Structured Literacy Block in grades TK-5th. PD on Elements of SLB, small group instruction, meaningful partner talks,UFLI Tier 1 interventions in class--Small Guided Reading Groups in grades TK-5th. Data Chat release days--Looking at data with grade levels teams in order to provide support to all our students, focus in low SES, EL and SPED. Academic Centers 2 times a week, 7 teachers Training in Spire Curriculum Additional time for Bilingual Para Professional Professional Development in The Write Tools, BeGlad, PBIS, Phonics Program, Really Good Reading, and any other PD that may boost reading and comprehension and academics. Accelerated Reader or other online reading fluency program Student cases who are not making the expected growth will be handled at the CARE Meetings, where recommendations will be made for Tier I or Tier II interventions will be implemented, or their cases referred to Special Education review. Small Guided Reading Groups and Implementing Structured Literacy Block in grades TK-5th.</p>	All Students	18421 Title I 1000-1999: Certificated Personnel Salaries Academic Centers 14737 EI Support 1000-1999: Certificated Personnel Salaries Academic Centers 0 District Funded 1000-1999: Certificated Personnel Salaries An Additional 1 FTE Reading Specialist 0 District Funded 2000-2999: Classified Personnel Salaries Additional 2 hours for Bilingual paraprofessional
1.2	<p>Professional Development in The Write Tools, BeGlad, Daily Five, PBIS, Phonics Program, Really Good Reading, and any other PD that may boost reading and comprehension and academics.</p>	All students	7073 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Substitute teacher salaries for PDs 9815 Title I 5000-5999: Services And Other Operating Expenditures Professional Development-- Write Tools 1500 EI Support 5000-5999: Services And Other Operating Expenditures

			Professional Development-- Write Tools
1.3	Accelerated Reader or other online reading fluency program	All Students	1375 EI Support 5000-5999: Services And Other Operating Expenditures Online Programs for Intervention/Enrichment 1375 LCAP At-Risk Student Support 5000-5999: Services And Other Operating Expenditures Online Programs for Intervention/Enrichment
1.4	Student cases who are not making the expected growth will be handled at the CARE Meetings, where recommendations will be made for Tier I or Tier II interventions will be implemented, or their cases referred to Special Education review.	All students	4126 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Substitute teacher salaries for CARE meetings
1.5		All students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Sunshine Gardens Elementary School implemented multiple literacy strategies designed to strengthen Tier 1 instruction and improve reading outcomes for all students, with particular attention to English Learners, students with disabilities, and students from low socioeconomic backgrounds. Core strategies included implementing the UFLI phonics program with fidelity in grades TK–2, strengthening the Structured Literacy Block across grades TK–5, providing daily small-group reading instruction, and increasing opportunities for academic discourse through partner talk and accountable talk routines.

Professional development was a major component of implementation. Teachers participated in training on UFLI, The Write Tools, structured literacy practices, small-group instruction, and academic discourse strategies. Additional professional development opportunities included training in the SPIRE curriculum and other literacy-focused programs designed to strengthen phonics, comprehension, and writing instruction. These trainings supported teachers in refining instructional practices and ensuring stronger alignment between phonics, reading, and writing instruction.

Teachers consistently implemented small guided reading groups and provided Tier 1 reading interventions within the classroom. Academic discourse routines were increasingly integrated into daily lessons, allowing students to engage in partner talk, use sentence frames, and discuss their thinking about texts and writing. These practices supported student engagement and helped build language development, particularly for multilingual learners.

We also expanded opportunities for targeted support. Academic Centers operated twice a week with seven teachers providing additional instruction for students who needed extra support. Data Chat release days allowed grade-level teams to review student data together, identify trends, and plan targeted instructional responses. Students who were not making expected progress were discussed during CARE Team meetings, where staff collaborated to determine additional supports, including Tier I and Tier II interventions or possible referrals for further evaluation.

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

Certain professional development opportunities and literacy resources were adjusted based on staff needs and scheduling availability. For example, some training opportunities shifted from outside providers to internally facilitated professional learning sessions. Additionally, resources originally planned for specific reading programs were sometimes redirected toward professional development or instructional materials that better aligned with current classroom practices.

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.

Based on this year's analysis, Sunshine Gardens will continue prioritizing strong Tier 1 literacy instruction and structured literacy practices across grades TK–5. Next year, the school plans to deepen implementation of UFLI in the primary grades while strengthening connections between phonics, fluency, comprehension, and writing across all grade levels.

Professional development will continue to focus on structured literacy practices, effective small-group instruction, and academic discourse routines to support language development and comprehension. The school will also continue to use Data Chats and CARE Team meetings to monitor student progress and ensure timely interventions for students who are not meeting expected growth.

In addition, we will continue refining the use of Academic Centers and targeted supports to ensure that students receive timely and effective intervention. These efforts will support the school's ongoing commitment to improving literacy outcomes and ensuring that all students develop the skills necessary to access grade-level content and thrive academically.

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.

Increase Math Proficiency Across All Student Groups

By May 2026, increase the percentage of students in grades K–5 meeting or exceeding standards in CAASPP Math 3-5 and Level Up IXL K-2.

CAASPP Math results (grades 3–5): Increase the percent of students meeting or exceeding standard by at least 3% (35% in 2024-2025)

Level Up Assessment increase BOY to end of year by average of 1.5 grade levels (150 points)

Increase of CAASPP Math of MLL students meeting or exceeding standard by 3% (2024-2025 10%)

Increase of CAASPP Math of SPED students meeting or exceeding standard by 3% In SPED (2024-2025 6%)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 The district will provide a high-quality educational program focused on improving academic achievement and fostering a positive social-emotional learning environment for all students. A key area of focus will be ensuring a coherent and aligned curricular program across the district. As part of this effort, teachers will implement Illustrative Math to engage students in meaningful, standards-based math instruction that promotes conceptual understanding and critical thinking.

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.

There is a demonstrated need to improve student achievement in mathematics. To support this goal, staff must continue to build their professional capacity through targeted professional development, instructional coaching, and effective implementation of research-based math practices to better meet the diverse learning needs of all 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
CAASPP Math results (grades 3–5)	35% in 2024-2025	
Level Up Assessment		increase 1.5 grade levels (150 points)
Increase of CAASPP Math of MLL	10% in 2024-2025	increase by 3%; 13% 2025-2026
Increase of CAASPP Math of SPED	6% in 2024-2025	increase by 3%; 9% 2025-2026

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>From August 2025 through May 2026, teachers, math interventionist, and principal will have collaboration sessions to analyze performance data and plan small group targeted instruction accordingly.</p> <p>To address the need for improved math achievement and build staff capacity, Sunshine Gardens will implement the following strategies, with a focus on the successful rollout of Illustrative Math (IM) and integration of Silicon Valley Mathematics Initiative (SVMI) practices:</p> <p>Implementation of Illustrative Math: All teachers will implement the Illustrative Math curriculum to provide rigorous, standards-aligned Tier 1 instruction that promotes student reasoning and discourse.</p> <p>Targeted Professional Development: Teachers, the math interventionist, and the principal will engage in ongoing professional development centered on IM and SVMI strategies to deepen content knowledge and instructional practices.</p> <p>Collaborative Data Analysis & Planning: Grade-level teams will use PLC time to review performance data (including IXL and CAASPP), plan small-group, differentiated instruction, and document progress in shared PLC tools.</p> <p>Math Intervention Support: Tier 2 support will be provided through in-class interventions and a dedicated Math Intervention Teacher, with a focus on supporting EL and SPED student progress.</p> <p>Ongoing Classroom Walkthroughs: The principal will conduct at least three math-focused walkthroughs per week, observing a minimum of 10 teachers weekly, to provide feedback and monitor implementation of IM and math discourse routines.</p> <p>Technology & Instructional Resources: Adequate classroom technology (hardware, software, student devices) and math-related applications will be provided to support instructional delivery and student access to digital learning tools.</p> <p>Supplemental Math Programs: Students will have access to programs such as Accelerated Math, Renaissance, Mystery Science,</p>	All students	<p>0</p> <p>Title I 1000-1999: Certificated Personnel Salaries Academic Centers 50,000</p> <p>Title I 1000-1999: Certificated Personnel Salaries Math Intervention Teacher/Professional Development--ELO Grant</p>

and others that reinforce key math skills and content.

IXL Diagnostic & Practice:
 Weekly IXL diagnostics (10–15 minutes) will be administered. Students will be assigned at least two targeted math skills each week based on their data.

Math Academic Centers & Enrichment:
 Teachers will conduct four rounds of academic intervention/enrichment centers aligned to student needs. All students will be screened using district performance data at the beginning of each cycle.

Monthly Math Assemblies:
 School-wide math assemblies will be held monthly to celebrate student growth, increase engagement, and promote a positive math culture.

Teacher Collaboration & Monitoring:
 Teachers will work in partnership with the Math Intervention Teacher to review data and monitor progress for targeted students throughout the year.

Strategies:
 Utilizing i-Ready/Illustrative Math assessments
 Using SVMI Math Language Routines to support academic discourse.
 Ongoing teacher PD in IM/SVMI practices.
 Implementing District Adopted Curriculum Data Chats—From August 2025 through May 2026, teachers, math interventionists, and Principal will have collaboration sessions to analyze performance data and plan small group targeted instruction accordingly.
 Teachers, the math interventionist, and the principal will engage in ongoing professional development centered on IM and SVMI strategies to deepen content knowledge and instructional practices.
 Grade-level teams can use PLC time to review performance data (including IXL and CAASPP), plan small-group, differentiated instruction, and document progress in shared PLC tools.
 Math Intervention Support: Tier 2 support will be provided through in-class interventions and a dedicated Math Intervention Teacher, with a focus on supporting EL and SPED student progress.
 Ongoing Classroom Walkthroughs: The principal will conduct math-focused walkthroughs to provide feedback and monitor implementation of IM and math discourse routines.
 Technology & Instructional Resources: Adequate classroom technology (hardware, software, student devices) and math-related applications will be provided to support instructional delivery and student access to digital learning tools.
 Supplemental Math Programs: Students will have access to programs such as Accelerated Math, Renaissance, and others that reinforce key math skills and content.

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	<p>IXL Diagnostic & Practice: Weekly IXL diagnostics (10–15 minutes) will be administered. Students will be assigned at least two targeted math skills each week based on their data.</p> <p>Math Academic Centers & Enrichment: Teachers will conduct four rounds of academic intervention/enrichment centers aligned to student needs.</p> <p>Teacher Collaboration & Monitoring: Teachers will work in partnership with the Math Intervention Teacher to review data and monitor progress for targeted students throughout the year.</p>		
2.3			

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.

Shine Gardens Elementary implemented several strategies to strengthen mathematics instruction and improve student achievement. Teachers implemented the Illustrative Math (IM) curriculum to provide rigorous, standards-aligned Tier 1 instruction that promotes student reasoning, problem solving, and academic discourse. Professional development was provided for teachers, the math interventionist, and the principal to deepen understanding of IM and Silicon Valley Mathematics Initiative (SVMI) strategies, including the use of math language routines to support student discourse and conceptual understanding.

Grade-level teams used PLC time and Data Chats to review student performance data from sources such as IXL and CAASPP and plan small-group, differentiated instruction. Tier 2 support was provided through in-class interventions and a dedicated Math Intervention Teacher, with a focus on supporting English Learners and students with disabilities. Teachers also implemented weekly IXL diagnostic practice and targeted skill assignments to reinforce math concepts. Academic Centers and intervention/enrichment cycles were used to provide additional support based on student needs.

Overall, these strategies strengthened collaboration among staff and supported more targeted math instruction. Some adjustments were made to professional development and intervention scheduling to better meet student needs. Moving forward, the school will continue focusing on strengthening implementation of Illustrative Math, expanding opportunities for math discourse, and refining the use of data analysis, small-group instruction, and targeted interventions to improve student outcomes in mathematics.

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

There were no major differences between the intended implementation and the budgeted expenditures to support this 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.

As a result of this analysis, the school will continue to prioritize strong Tier 1 math instruction through Illustrative Math, increased opportunities for academic discourse using SVMI math language routines, and targeted small-group instruction based on student performance data.

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.

Student Belonging–Attendance

By May 2026, increase average daily attendance (ADA) from (2024) from 94% to 95% or higher and decrease chronic absenteeism from 15% to under 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Sunshine Gardens staff will successfully engage families of the most underserved student subgroups (ELs, Low SES, and Special Education). Sunshine Gardens will increase student, parent and community engagement and support program that foster a stronger, more positive, connection between school and home. Increase student engagement by strengthening academic discourse practices in all classrooms.

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.

Sunshine Gardens is continuing to finding an effective methods for improving family involvement and student attendance

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
Everyday Labs Chronic absenteeism rate	(CA Dashboard):	Reduce by 3% annually.
Student Self Assessment Belonging Survey:	75% of students feeling belonging always or most of the times	Increase from 80% or more at EOY survey.
Walkthrough data: 100% of classrooms will implement at least one academic discourse strategy daily (partner talk, accountable talk, turn-and-talks).		

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	Sunshine Gardens staff will develop a number of engagement events that will be tailored to meet the needs of the students and families.	All Students	500.00 Gift Fund

	<p>Task: Use strategies the following activities to increase parental involvement of English Learners, Low SES, and Special Education students and families:</p> <ol style="list-style-type: none"> 1. Parent cafe/Strategic Plan meetings/POG meetings 2. Family Nights (Bilingual, Math, Literacy, Science) focused on reading development and other student and family needs as expressed on family survey. We will also look for partnerships with local libraries or museums. 3. Soul Shoppe Assemblies and other SEL Assemblies 4. Assemble a group of families to learn about gardening 5. PBIS Assemblies to reinforce student behavior expectations and safety protocols. 6. Continue to participate in Gene Academy 7. Wellness Counselor support 8. Partnering with outside agencies as needed–Daybreak 	<p>5000-5999: Services And Other Operating Expenditures Coffee, fruit, pastries 1473 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Timesheets for participating staff in after school interventions or parent nights. 0 None Specified 1000-1999: Certificated Personnel Salaries Garden Art teacher salary (Prop 28) 8911 LCAP At-Risk Student Support 5800: Professional/Consulting Services And Operating Expenditures Star Vista counselor (2 days per week until 11,000 is reached) 2088.35 EI Support 5800: Professional/Consulting Services And Operating Expenditures . Star Vista counselor (2 days per week until 11,000 is reached) 0.00 None Specified Covered by Genentech 2210.58 Title I 1000-1999: Certificated Personnel Salaries Multicultural Talent Showcase timecards</p>
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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.

During the 2025–2026 school year, Sunshine Gardens implemented several strategies to increase family engagement and strengthen partnerships with families, particularly those of English Learners, students from low socioeconomic backgrounds, and students receiving Special Education services. The school hosted events such as Parent Cafés, Strategic Plan and Portrait of a Graduate meetings, and family engagement nights focused on literacy, math, science, and bilingual learning. These events were designed to support student learning while building stronger connections between families and the school community.

Additional activities included PBIS and SEL assemblies, participation in programs such as Gene Academy, and collaboration with community partners to provide additional resources for students and families. The school also provided support through the Wellness Counselor and partnerships with outside agencies when needed. These strategies helped increase opportunities for family participation and strengthen communication between the school and families.

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

There were no major differences between the intended implementation and the budgeted expenditures to support this goal. Some events and activities were adjusted throughout the year based on family interest, scheduling, and survey feedback.

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.

Moving forward, Sunshine Gardens will continue to expand family engagement opportunities and refine activities to better meet the needs of students and families. These efforts will continue to be reflected in the family engagement strategies outlined in this goal within 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.

Special Education

Increase Inclusion and Improve Summative Outcomes for Students with IEPs

Increase the percentage of students in Special Education who spend 80% or more of their day in the general education setting by 1% annually, with the goal of meeting district and state targets by May 2026. This increase aims to support improved summative district data for students with IEPs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 4

Identified Need

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

We are currently below the state average of 75% for Special Education students receiving instruction in the general education setting for 80% or more of the school day. At Sunshine Gardens, we are currently at 56% as of August 2025

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
4.4	<p>1. Analyze Student Goals and Progress: Regularly review IEP goals alongside current performance data to ensure alignment and support targeted growth.</p> <p>2. Ensure Accurate LRE Documentation: Provide staff training on correctly calculating and entering LRE percentages on the Educational Setting page of the IEP, including how to align with the minutes model.</p> <p>3. Build Capacity Through Professional Learning: Offer ongoing professional development on all models of support, highlighting evidence-based practices and identifying inclusive, mainstream opportunities for students with IEPs.</p> <p>4. Align Instruction to Priority Standards: Ensure special education staff participate in district-provided trainings to deepen their understanding of ELA and math priority standards and how to integrate them into instruction.</p>	All Students	None Specified

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.

During the 2025–2026 school year, Sunshine Gardens focused on strengthening supports for students with Individualized Education Programs (IEPs) by improving progress monitoring, staff training, and alignment of instruction to grade-level standards. Staff regularly reviewed IEP goals alongside student performance data to ensure that instruction and services were aligned to support student growth. Professional learning opportunities were provided to increase staff understanding of inclusive practices, models of support, and evidence-based strategies to better serve students with disabilities.

Additional training was provided to ensure accurate documentation of Least Restrictive Environment (LRE) percentages and alignment with the minutes model in IEPs. Special education staff also participated in district-provided professional development focused on priority standards in English Language Arts and mathematics to ensure students with IEPs had access to grade-level instruction and curriculum.

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

There were no major differences between the intended implementation and the budgeted expenditures for this goal. Minor adjustments were made to training schedules and collaboration opportunities to better meet staff needs. Moving forward, Sunshine Gardens will continue focusing on strengthening inclusive practices, improving alignment of instruction to priority standards, and ensuring accurate documentation and monitoring of student progress. These priorities will continue to be reflected in the strategies and activities outlined in this goal in the SPSA.

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.

none

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.

Academic Discourse

Ensure all students develop communication, collaboration, and critical thinking skills aligned to the Portrait of a Graduate by embedding structured academic discourse in daily instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

By May 2026, 100% of teachers will implement structured academic discourse strategies daily (partner talk, accountable talk frames, 3-Read strategy, etc.), resulting in increased student engagement and measurable improvement in ELA and Math outcomes.

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.

There is a need to strengthen consistent implementation of structured academic discourse across classrooms to deepen student thinking, increase engagement, and improve ELPAC listening and speaking outcomes.

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
Walkthrough/ILT Data	Nov. 17, 2025:	80% of classrooms by ILT data
Teacher Self-Assessment	none	90% of staff will report confidence in planning and facilitating student discourse by Spring 2026
Listening & Speaking claims in ELPAC	Data from 2024-2025: 4% in speaking increased 1 level and 28% in listening increased one level	Increase of 5% of students increasing in listening and speaking,

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
5.1	Strategies Schoolwide PD on discourse strategies (e.g., Write Tools, partner talk routines).	All Sudents	None Specified

	ILT calibration walks to provide feedback on discourse. Anchor charts, sentence frames, and classroom visuals to support all learners (especially multilingual students). Family literacy/math meetings modeling student talk routines. Designated ELD and bilingual paraprofessionals		
5.2			

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.

Sunshine Gardens implemented several strategies to strengthen academic discourse and increase student engagement in learning. Teachers participated in schoolwide professional development on discourse strategies, including the use of Write Tools and structured partner talk routines. Classrooms incorporated anchor charts, sentence frames, and other visual supports to help students articulate their thinking, with particular support for multilingual learners.

Instructional Leadership Team (ILT) calibration walks were conducted to observe classroom practices and provide feedback on the implementation of discourse routines. Family literacy and math meetings also modeled student talk routines so families could better understand how discourse supports learning. In addition, designated ELD instruction and support from bilingual paraprofessionals helped ensure that multilingual learners had opportunities to participate in academic discussions.

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

There were no major differences between the intended implementation and the budgeted expenditures for this goal. Minor adjustments were made throughout the year to professional development schedules and support structures to better meet classroom needs. Moving forward, Sunshine Gardens will continue to strengthen academic discourse practices and provide ongoing support and professional learning to ensure all students have opportunities to engage in meaningful academic conversations.

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.

These strategies will continue to be reflected in this goal within 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 6

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 10

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	\$123,604.93
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 (\$)
Title I	\$80,446.58

Subtotal of additional federal funds included for this school: \$80,446.58

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 (\$)
District Funded	\$0.00
EI Support	\$19,700.35
Gift Fund	\$500.00
LCAP At-Risk Student Support	\$22,958.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$43,158.35

Total of federal, state, and/or local funds for this school: \$123,604.93

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
Site Discretionary	21731	21,731.00
Instructional Media	646	646.00
Site Allocation	9870	9,870.00
EI Support	11915	-7,785.35
LCAP At-Risk Student Support	25,142	2,184.00
Title I Part A: Basic Grants Low-Income and Neglected	76421	76,421.00
Gift Fund	27382.44	26,882.44
Local Categorical		

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
EI Support	19,700.35
Gift Fund	500.00
LCAP At-Risk Student Support	22,958.00
None Specified	0.00
Title I	80,446.58

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	98,040.58
2000-2999: Classified Personnel Salaries	0.00
5000-5999: Services And Other Operating Expenditures	14,565.00
5800: Professional/Consulting Services And Operating Expenditures	10,999.35

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
1000-1999: Certificated Personnel Salaries	EI Support	14,737.00
5000-5999: Services And Other Operating Expenditures	EI Support	2,875.00
5800: Professional/Consulting Services And Operating Expenditures	EI Support	2,088.35
5000-5999: Services And Other Operating Expenditures	Gift Fund	500.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	12,672.00
5000-5999: Services And Other Operating Expenditures	LCAP At-Risk Student Support	1,375.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP At-Risk Student Support	8,911.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	70,631.58
5000-5999: Services And Other Operating Expenditures	Title I	9,815.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	58,422.00
Goal 2	50,000.00
Goal 3	15,182.93

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
- 0 Secondary Students

Name of Members	Role
Leticia Gonzalez	Principal
Tara Christian	Classroom Teacher
Heather Hefner	Classroom Teacher
Lucy Swayze	Classroom Teacher
Raquel Vigil	Other School Staff
Jasmine Chen	Parent or Community Member
Stephanie Barry	Parent or Community Member
Charmaine Turner	Parent or Community Member
Maggie Landa	Parent or Community Member
Estefanie Ugalde	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

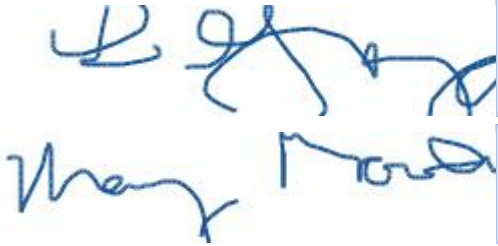
Other: School Site Council

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 10/14/2025.

Attested:



Principal, Leticia Gonzalez on 10/14/2025

SSC Chairperson, Maryam Moody on 10/14/2025

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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