



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunset Lane Elementary School	30-66506-6028161	April 21, 2026	May 19, 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 Sunset Lane Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Comprehensive Support and Improvement

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

Comprehensive Support and Improvement

At Sunset Lane Elementary School, our plan for meeting the requirements of the Every Student Succeeds Act (ESSA) is thoughtfully aligned with the district's Local Control and Accountability Plan (LCAP), ensuring coherence across federal, state, and local initiatives. Through a comprehensive needs assessment, we analyze multiple data sources including student achievement (CAASPP, i-Ready), English learner progress (ELPAC), attendance, and school climate data to identify trends, equity gaps, and areas of need. This process guides decision-making and prioritization of resources to support English language learners, students with disabilities, and socioeconomically disadvantaged students.

Our goals are intentionally aligned to connect ESSA requirements with LCAP priorities, with a strong focus on improving student achievement in English Language Arts and Mathematics, closing opportunity gaps, and fostering a positive and engaging school climate. Programs funded through ESSA (Title I, II, III, and IV) are integrated with LCAP actions to ensure equitable access to high-quality instruction, targeted interventions, and ongoing professional learning for staff.

At Sunset Lane, targeted supports include evidence-based instructional strategies, differentiated instruction, and small group interventions designed to meet the diverse needs of our students. Equally important is our commitment to the engagement of our educational partners. Families, staff, students, and community members actively contribute to planning and decision-making through groups such as ELAC, SSC, PTA, the Sunset Lane Foundation, and Team Seahawk meetings and events, ensuring our plan reflects shared priorities.

Progress is continuously monitored through regular data reviews, site and district leadership collaboration, and annual evaluations. This ongoing cycle of reflection and refinement ensures that resources are used effectively, ESSA and LCAP requirements are met, and, most importantly, student outcomes continue to improve.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At Sunset Lane Elementary School, the development, annual review, and update of the School Plan for Student Achievement (SPSA) is grounded in a collaborative, data-driven process that engages a wide range of educational partners. The principal works closely with the School Site Council (SSC), teachers, support staff, and district personnel to analyze student achievement data, review progress toward prior goals, and identify areas of need. This work is aligned with district priorities, the Local Control and Accountability Plan (LCAP), and Every Student Succeeds Act (ESSA) requirements to ensure coherence and compliance across all programs.

The planning process begins in August and September with educational partner consultations and comprehensive data analysis, including school-wide and student group performance. In October and November, SPSA goals, strategies, and resource allocations are developed based on identified needs and educational partner input. Draft plans are shared between December and January for additional feedback and formal review. From February through May, progress is closely monitored, and adjustments are made as needed. The Annual Review takes place in June and July, where outcomes are evaluated and priorities are established for the next planning cycle.

Educational partner engagement is a central component of this process. The SSC serves as the primary body responsible for reviewing, providing feedback, and approving the SPSA and Annual Update. The English Learner Advisory Committee (ELAC) ensures that the needs of English Learners are addressed, while teachers and support staff contribute insights through professional learning communities and staff collaboration. Parents and families provide input through committee and parent meetings along with an annual parent survey and ongoing access to give input via our QR code surveys. Students also share their perspectives through discussions at Student Council meetings as well as input

given through the weekly Principal's Pick initiative, helping to inform student-centered strategies. Additionally, Team Seahawk (a partnership of PTA and Foundation families) supports school priorities through ongoing engagement and fundraising efforts that enhance student experiences.

Throughout the year, SSC and ELAC meetings provide structured opportunities to review student data, evaluate the effectiveness of strategies and expenditures, and recommend revisions. The SSC ultimately reviews and approves the final SPSA and Annual Review to ensure the plan reflects the diverse needs of the Sunset Lane community and supports continuous improvement for all students.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on the 2025 California School Dashboard, Sunset Lane Elementary School did not have any state indicators in the "Red" or "Orange" performance categories. All indicators were in the "Green" and "Blue" performance levels, reflecting strong overall performance and positive outcomes for students.

To maintain this high level of success, Sunset Lane will continue to implement data-driven instructional practices, regularly monitor student progress, and provide targeted support to ensure all students continue to achieve at high levels. The school will also sustain a strong focus on high-quality instruction in English Language Arts and Mathematics, ongoing professional learning for staff, and the use of evidence-based interventions to support all learners. Additionally, continued engagement with families, staff, and the broader school community will remain a priority to ensure alignment, responsiveness to student needs, and a positive, inclusive school climate.

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

Based on the 2025 California School Dashboard data, Sunset Lane Elementary School has identified several student groups whose performance is two or more levels below that of the "All Students" group across key state indicators. These disparities highlight areas requiring focused attention and targeted interventions.

1. Students with Disabilities

- Indicators with Significant Gaps: English Language Arts (ELA) and Suspension Rate
- Steps Taken to Address These Gaps: To address gaps in ELA, specialized and general education staff collaborate to provide differentiated instruction, targeted small group support, and inclusive practices within the general education setting. Intervention programs are aligned to student needs, and progress is closely monitored through ongoing assessments and data team discussions. Additional support is provided through scaffolded instruction and the use of accommodations and modifications to ensure access to grade-level standards. To reduce suspension rates, Sunset Lane has strengthened its focus on positive behavior supports and proactive interventions. This includes the implementation of school-wide PBIS practices, explicit teaching of behavioral expectations, and the use of restorative practices to address conflicts and build student accountability. Staff work collaboratively to identify students in need of additional behavioral support and provide targeted interventions, counseling, and check-in/check-out systems. Ongoing collaboration among teachers, support staff, and families, along with regular data review, ensures that these strategies are effectively implemented and adjusted as needed.

2. Hispanic Students

- Indicators with Significant Gaps: English Language Arts (ELA), Mathematics, and Chronic Absenteeism
- Steps Taken to Address These Gaps: To address gaps in ELA and Mathematics, teachers utilize data-driven instruction, differentiated learning opportunities, and targeted small group interventions to meet students' specific needs. Evidence-based instructional strategies, including guided reading, structured literacy practices, and focused math instruction are implemented to strengthen foundational skills and promote grade-level proficiency. Progress is closely monitored through regular assessments, and instructional plans are adjusted accordingly to ensure continuous growth. To address chronic absenteeism, Sunset Lane has strengthened its systems for monitoring attendance and providing early intervention. Staff work collaboratively to identify attendance concerns, communicate proactively with families, and provide support to address barriers to consistent school attendance. The school promotes a positive and engaging school climate, recognizing the importance of connection and belonging in encouraging regular attendance. Family engagement is a key component of these efforts. Outreach to families includes regular communication, presentations/trainings at monthly Team Seahawk meetings, and opportunities for involvement to support learning at home and reinforce the importance of daily attendance.

3. English Language Learners

- Indicator with Significant Gap: Suspension Rate
- Steps Taken to Address This Gap: To address this gap, Sunset Lane has strengthened its implementation of Positive Behavioral Interventions and Supports (PBIS), with an emphasis on explicitly teaching school-wide expectations and reinforcing positive behaviors. Staff incorporate culturally responsive practices and ensure that expectations are clearly communicated and accessible to English Language Learners through visual supports, modeling, and language scaffolds. Additionally, the school utilizes restorative practices to address conflicts, focusing on building relationships, repairing harm, and promoting accountability rather than exclusionary discipline. Staff work collaboratively to identify students who may need additional behavioral support and provide targeted interventions such as check-in/check-out systems, counseling support, and social-emotional learning opportunities. Ongoing professional development supports staff in effectively meeting the needs of English Language Learners, including strategies for communication, de-escalation, and culturally responsive classroom management. The school also prioritizes strong communication and partnership with families to ensure consistency and support between home and school. Through regular monitoring of discipline data and continued collaboration among staff and families, Sunset Lane is committed to reducing suspension rates and ensuring a safe, inclusive, and equitable learning environment for all students.

4. Economically Disadvantaged Students

- Indicator with Significant Gap: Suspension Rate
- Steps Taken to Address This Gap: To address this gap, Sunset Lane continues to strengthen its school-wide implementation of Positive Behavioral Interventions and Supports (PBIS), with a focus on explicitly teaching and reinforcing clear behavioral expectations across all settings. Staff prioritize building strong, positive relationships with students and creating structured, predictable classroom environments that support student success. The school also emphasizes restorative practices as an alternative to exclusionary discipline, helping students reflect on their actions, repair harm, and rebuild relationships. Students in need of additional support are identified early and provided with targeted interventions such as check-in/check-out systems, counseling services, and social-emotional learning opportunities. Recognizing that external factors may impact student behavior, Sunset Lane works closely with families to provide support and maintain open lines of communication. The school connects families with available resources when needed and partners with them to reinforce positive behavior and consistent expectations.

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

Other Needs

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

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

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

- **Aligning Balanced Literacy Instruction School-Wide:** Teachers are working collaboratively to implement consistent, research-based literacy practices across all grade levels, grounded in the components of Balanced Literacy.
- **Aligning Mathematics Instruction School-Wide:** Teachers are engaging in ongoing collaboration and professional learning to strengthen alignment in math instruction across grade levels. This includes implementing consistent instructional routines, emphasizing conceptual understanding, mathematical discourse, and problem-solving, and ensuring alignment with grade-level standards and district frameworks.
- **Professional Learning Communities (PLCs):** Grade-level teams are analyzing student data, identifying instructional gaps, and engaging in collaborative planning to ensure consistency and alignment in ELA and math instruction.
- **Targeted Small Group Instruction:** Based on iReady data and formative assessments, teachers are grouping students for focused instruction that meets learners at their current levels and accelerates progress toward grade-level standards.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	0.14%	0.14%	0	1	1
African American	1.23%	1.12%	1.14%	9	8	8
Asian	59.84%	58.52%	56.29%	438	419	394
Filipino	3.01%	3.63%	4.29%	22	26	30
Hispanic/Latino	24.32%	23.32%	25.57%	178	167	179
Pacific Islander	0.14%	0.28%	%	1	2	
White	7.24%	7.68%	8.57%	53	55	60
Two or More Races	4.23%	5.31%	4.00%	31	38	28
Not Reported	0%	%	%	0		
Total Enrollment				732	716	700

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			24
Kindergarten	112	76	
Grade 1	92	93	
Grade 2	97	98	
Grade3	96	95	
Grade 4	99	97	
Grade 5	114	95	
Grade 6	122	119	
Total Enrollment	732	716	

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	168	142	141	23.0%	19.8%	20.1%
Fluent English Proficient (FEP)	132	148	134	18.0%	20.7%	19.1%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	94	89	101	93	88	100	93	88	100	98.9	98.9	99
Grade 4	95	100	92	95	100	92	95	100	92	100.0	100	100
Grade 5	112	95	95	112	95	95	112	95	95	100.0	100	100
Grade 6	120	122	94	120	122	93	120	122	93	100.0	100	98.9
All Grades	421	406	382	420	405	380	420	405	380	99.8	99.8	99.5

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	2450.	2462.	2447.	29.03	43.18	36.00	31.18	21.59	22.00	22.58	17.05	19.00	17.20	18.18	23.00
Grade 4	2527.	2503.	2523.	46.32	40.00	53.26	27.37	25.00	18.48	13.68	19.00	10.87	12.63	16.00	17.39
Grade 5	2568.	2555.	2555.	48.21	43.16	40.00	28.57	24.21	33.68	16.07	22.11	18.95	7.14	10.53	7.37
Grade 6	2590.	2596.	2596.	38.33	44.26	43.01	35.83	32.79	36.56	19.17	13.11	13.98	6.67	9.84	6.45
All Grades	N/A	N/A	N/A	40.71	42.72	42.89	30.95	26.42	27.63	17.86	17.53	15.79	10.48	13.33	13.68

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	25.81	27.27	26.00	62.37	60.23	53.00	11.83	12.50	21.00
Grade 4	28.42	25.00	39.13	66.32	68.00	53.26	5.26	7.00	7.61
Grade 5	31.25	32.63	28.42	61.61	64.21	63.16	7.14	3.16	8.42
Grade 6	38.33	40.98	37.63	52.50	48.36	55.91	9.17	10.66	6.45
All Grades	31.43	32.10	32.63	60.24	59.51	56.32	8.33	8.40	11.05

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	18.28	30.68	29.00	62.37	53.41	47.00	19.35	15.91	24.00
Grade 4	37.89	27.00	35.87	50.53	58.00	47.83	11.58	15.00	16.30
Grade 5	45.54	42.11	40.00	45.54	47.37	53.68	8.93	10.53	6.32
Grade 6	40.83	45.08	39.78	52.50	42.62	54.84	6.67	12.30	5.38
All Grades	36.43	36.79	36.05	52.38	49.88	50.79	11.19	13.33	13.16

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	11.83	19.32	16.00	78.49	71.59	75.00	9.68	9.09	9.00
Grade 4	13.68	14.00	19.57	80.00	80.00	68.48	6.32	6.00	11.96
Grade 5	32.14	20.00	17.89	62.50	68.42	77.89	5.36	11.58	4.21
Grade 6	20.83	26.23	18.28	76.67	67.21	73.12	2.50	6.56	8.60
All Grades	20.24	20.25	17.89	74.05	71.60	73.68	5.71	8.15	8.42

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	21.51	28.41	20.00	65.59	55.68	67.00	12.90	15.91	13.00
Grade 4	35.79	20.00	27.17	54.74	71.00	65.22	9.47	9.00	7.61
Grade 5	34.82	30.53	25.26	58.04	57.89	67.37	7.14	11.58	7.37
Grade 6	31.67	35.25	30.11	62.50	56.56	62.37	5.83	8.20	7.53
All Grades	31.19	28.89	25.53	60.24	60.25	65.53	8.57	10.86	8.95

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	94	89	101	94	88	100	94	88	100	100.0	98.9	99
Grade 4	95	100	92	95	100	92	95	100	92	100.0	100	100
Grade 5	112	95	95	112	95	95	112	95	94	100.0	100	100
Grade 6	120	122	94	120	122	93	120	122	93	100.0	100	98.9
All Grades	421	406	382	421	405	380	421	405	379	100.0	99.8	99.5

* 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	2458.	2480.	2464.	34.04	43.18	35.00	35.11	29.55	34.00	14.89	15.91	14.00	15.96	11.36	17.00
Grade 4	2544.	2519.	2532.	46.32	34.00	43.48	34.74	39.00	29.35	14.74	20.00	18.48	4.21	7.00	8.70
Grade 5	2579.	2555.	2543.	51.79	46.32	29.79	23.21	11.58	30.85	16.07	26.32	26.60	8.93	15.79	12.77
Grade 6	2607.	2605.	2595.	49.17	50.00	48.39	29.17	23.77	16.13	16.67	17.21	21.51	5.00	9.02	13.98
Grade 11															
All Grades	N/A	N/A	N/A	45.84	43.70	39.05	30.17	25.93	27.70	15.68	19.75	20.05	8.31	10.62	13.19

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	40.43	50.00	47.00	43.62	36.36	35.00	15.96	13.64	18.00
Grade 4	53.68	43.00	54.35	37.89	47.00	32.61	8.42	10.00	13.04
Grade 5	48.21	44.21	31.91	44.64	42.11	56.38	7.14	13.68	11.70
Grade 6	59.17	51.64	48.39	34.17	36.89	35.48	6.67	11.48	16.13
Grade 11									
All Grades	50.83	47.41	45.38	39.90	40.49	39.84	9.26	12.10	14.78

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	30.85	39.77	37.00	51.06	48.86	47.00	18.09	11.36	16.00
Grade 4	41.05	36.00	34.78	53.68	53.00	58.70	5.26	11.00	6.52
Grade 5	48.21	35.79	21.28	43.75	42.11	60.64	8.04	22.11	18.09
Grade 6	38.33	36.89	32.26	53.33	54.10	49.46	8.33	9.02	18.28
All Grades	39.90	37.04	31.40	50.36	49.88	53.83	9.74	13.09	14.78

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	26.60	39.77	31.00	58.51	54.55	61.00	14.89	5.68	8.00
Grade 4	48.42	31.00	48.91	45.26	56.00	36.96	6.32	13.00	14.13
Grade 5	40.18	36.84	26.60	50.89	49.47	63.83	8.93	13.68	9.57
Grade 6	32.50	42.62	39.78	60.00	49.18	47.31	7.50	8.20	12.90
All Grades	36.82	37.78	36.41	53.92	52.10	52.51	9.26	10.12	11.08

Conclusions based on this data:

1.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/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	1437.8	1443.8	1468.8	1438.8	1446.6	1470.0	1435.2	1437.2	1465.7	26	35	27
1	1459.8	1435.6	1424.2	1457.2	1438.9	1416.0	1462.0	1431.7	1431.9	18	19	15
2	1510.0	1487.9	1474.7	1499.5	1482.7	1468.8	1520.1	1492.6	1480.4	25	20	22
3	1484.6	1488.8	1506.8	1483.4	1488.4	1512.6	1485.5	1488.7	1500.6	17	18	18
4	1554.6	1518.1	1532.9	1554.6	1515.1	1530.3	1554.2	1520.5	1535.1	13	15	16
5	*	*	1556.6	*	*	1559.7	*	*	1553.0	10	8	11
6	1572.7	*	*	1578.8	*	*	1565.9	*	*	13	9	7
All Grades										122	124	116

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	19.23	25.71	37.04	34.62	31.43	48.15	34.62	31.43	11.11	11.54	11.43	3.70	26	35	27
1	11.11	0.00	13.33	50.00	31.58	26.67	27.78	47.37	33.33	11.11	21.05	26.67	18	19	15
2	32.00	15.00	13.64	40.00	40.00	40.91	28.00	45.00	31.82	0.00	0.00	13.64	25	20	22
3	11.76	22.22	27.78	52.94	33.33	38.89	11.76	27.78	22.22	23.53	16.67	11.11	17	18	18
4	53.85	26.67	37.50	46.15	46.67	37.50	0.00	6.67	25.00	0.00	20.00	0.00	13	15	16
5	*	*	54.55	*	*	18.18	*	*	18.18	*	*	9.09	*	*	11
6	46.15	*	*	38.46	*	*	15.38	*	*	0.00	*	*	13	*	*
All Grades	28.69	18.55	31.90	40.16	37.10	36.21	23.77	32.26	22.41	7.38	12.10	9.48	122	124	116

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	11.54	28.57	37.04	46.15	31.43	48.15	30.77	28.57	14.81	11.54	11.43	0.00	26	35	27
1	16.67	10.53	20.00	38.89	31.58	20.00	38.89	42.11	33.33	5.56	15.79	26.67	18	19	15
2	48.00	35.00	18.18	32.00	30.00	45.45	16.00	30.00	22.73	4.00	5.00	13.64	25	20	22
3	41.18	44.44	33.33	29.41	33.33	44.44	5.88	5.56	22.22	23.53	16.67	0.00	17	18	18
4	76.92	53.33	50.00	23.08	26.67	31.25	0.00	0.00	6.25	0.00	20.00	12.50	13	15	16
5	*	*	63.64	*	*	9.09	*	*	18.18	*	*	9.09	*	*	11
6	69.23	*	*	15.38	*	*	15.38	*	*	0.00	*	*	13	*	*
All Grades	40.16	34.68	37.07	33.61	29.03	35.34	18.03	25.00	18.97	8.20	11.29	8.62	122	124	116

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	23.91	25.71	33.33	19.57	22.86	25.93	50.00	42.86	33.33	6.52	8.57	7.41	46	35	27
1	6.90	5.26	13.33	55.17	31.58	33.33	24.14	21.05	20.00	13.79	42.11	33.33	29	19	15
2	29.17	15.00	9.09	50.00	40.00	45.45	16.67	40.00	18.18	4.17	5.00	27.27	24	20	22
3	27.27	16.67	11.11	50.00	27.78	22.22	13.64	33.33	55.56	9.09	22.22	11.11	22	18	18
4	33.33	13.33	18.75	43.33	40.00	37.50	16.67	20.00	43.75	6.67	26.67	0.00	30	15	16
5	35.29	*	27.27	17.65	*	36.36	41.18	*	27.27	5.88	*	9.09	17	*	11
6	23.08	*	*	38.46	*	*	30.77	*	*	7.69	*	*	13	*	*
All Grades	18.03	14.52	19.83	35.25	29.84	34.48	36.07	37.90	31.90	10.66	17.74	13.79	122	124	116

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	19.23	22.86	29.63	73.08	65.71	66.67	7.69	11.43	3.70	26	35	27
1	44.44	26.32	20.00	50.00	63.16	53.33	5.56	10.53	26.67	18	19	15
2	40.00	40.00	36.36	56.00	55.00	50.00	4.00	5.00	13.64	25	20	22
3	52.94	44.44	38.89	29.41	38.89	50.00	17.65	16.67	11.11	17	18	18
4	53.85	46.67	56.25	38.46	40.00	43.75	7.69	13.33	0.00	13	15	16
5	*	*	54.55	*	*	45.45	*	*	0.00	*	*	11
6	46.15	*	*	46.15	*	*	7.69	*	*	13	*	*
All Grades	40.98	33.87	37.93	50.82	54.84	52.59	8.20	11.29	9.48	122	124	116

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	11.54	28.57	44.44	57.69	45.71	55.56	30.77	25.71	0.00	26	35	27
1	5.56	10.53	13.33	83.33	57.89	46.67	11.11	31.58	40.00	18	19	15
2	52.00	30.00	13.64	40.00	70.00	68.18	8.00	0.00	18.18	25	20	22
3	41.18	38.89	55.56	35.29	50.00	38.89	23.53	11.11	5.56	17	18	18
4	92.31	53.33	43.75	7.69	33.33	43.75	0.00	13.33	12.50	13	15	16
5	*	*	72.73	*	*	18.18	*	*	9.09	*	*	11
6	76.92	*	*	23.08	*	*	0.00	*	*	13	*	*
All Grades	42.62	33.87	40.52	43.44	47.58	47.41	13.93	18.55	12.07	122	124	116

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	15.38	17.14	29.63	73.08	71.43	62.96	11.54	11.43	7.41	26	35	27
1	27.78	21.05	13.33	61.11	36.84	46.67	11.11	42.11	40.00	18	19	15
2	24.00	0.00	4.55	64.00	80.00	68.18	12.00	20.00	27.27	25	20	22
3	0.00	11.11	11.11	70.59	50.00	66.67	29.41	38.89	22.22	17	18	18
4	15.38	6.67	12.50	84.62	73.33	81.25	0.00	20.00	6.25	13	15	16
5	*	*	36.36	*	*	45.45	*	*	18.18	*	*	11
6	15.38	*	*	53.85	*	*	30.77	*	*	13	*	*
All Grades	18.85	11.29	18.10	65.57	62.90	62.93	15.57	25.81	18.97	122	124	116

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	45.71	70.37	38.46	45.71	22.22	11.54	8.57	7.41	26	35	27
1	11.11	10.53	13.33	61.11	57.89	60.00	27.78	31.58	26.67	18	19	15
2	44.00	25.00	22.73	52.00	70.00	72.73	4.00	5.00	4.55	25	20	22
3	17.65	5.56	5.56	64.71	77.78	88.89	17.65	16.67	5.56	17	18	18
4	61.54	20.00	12.50	38.46	66.67	87.50	0.00	13.33	0.00	13	15	16
5	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11
6	61.54	*	*	38.46	*	*	0.00	*	*	13	*	*
All Grades	40.98	22.58	29.31	49.18	64.52	62.07	9.84	12.90	8.62	122	124	116

Conclusions based on this data:

1.

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.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
700	42.3%	20.1%	0.1%
Total Number of Students enrolled in Sunset Lane Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	141	20.1%
Foster Youth	1	0.1%
Homeless	1	0.1%
Socioeconomically Disadvantaged	296	42.3%
Students with Disabilities	78	11.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.1%
American Indian	1	0.1%
Asian	394	56.3%
Filipino	30	4.3%
Hispanic	179	25.6%
Two or More Races	28	4%
Pacific Islander	0	0.0%
White	60	8.6%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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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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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Learners achieved the highest performance level on the Dashboard, reflecting exceptional progress in language acquisition. Sunset Lane will continue to build on this success by maintaining strong designated and integrated ELD instruction, ongoing progress monitoring, and targeted supports to ensure students continue to advance toward English proficiency.

2. Performance in ELA remains strong, indicating that the majority of students are meeting or exceeding grade-level standards. The school will sustain this progress through consistent implementation of Balanced Literacy practices, data-driven instruction, and targeted interventions to support continued growth for all learners.
3. Mathematics achievement is solidly in the green performance level, demonstrating steady student progress. Sunset Lane will continue to strengthen math instruction through alignment of instructional practices, focus on conceptual understanding and problem-solving, and ongoing use of data to guide targeted support and enrichment opportunities.

School and Student Performance Data

Academic Performance English Language Arts

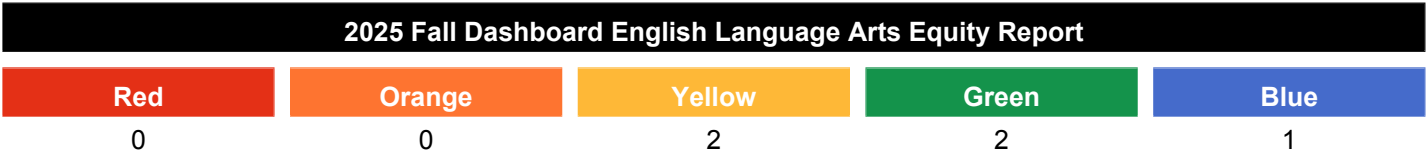
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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		
All Students  Blue 45.6 points above standard Maintained -1.5 points 382 Students	English Learners  Green 37.7 points above standard Increased 8 points 116 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Green 16.4 points above standard Increased 5.8 points 169 Students

Students with Disabilities  Yellow 31.2 points below standard Increased 22.8 points 58 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  Blue 73.5 points above standard Increased 4.1 points 223 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Yellow 11.4 points below standard Increased 3.6 points 95 Students
Two or More Races  No Performance Color 7.3 points below standard Declined 55.2 points 18 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 41.2 points above standard Increased 4.3 points 30 Students

Conclusions based on this data:

1. Overall performance is strong, with all students scoring 45.6 points above standard (Blue), though performance slightly declined by 1.5 points, indicating high achievement, but a need to maintain momentum.
2. English Learners and Socioeconomically Disadvantaged students are improving, both showing Green performance levels and notable growth (+8 points and +5.8 points respectively), suggesting that supports for these groups are having a positive impact.
3. Students with Disabilities and Hispanic students remain below standard, with Yellow performance levels (-31.2 and -11.4 points) despite significant growth, highlighting a persistent achievement gap even as progress is being made.

School and Student Performance Data

Academic Performance Mathematics

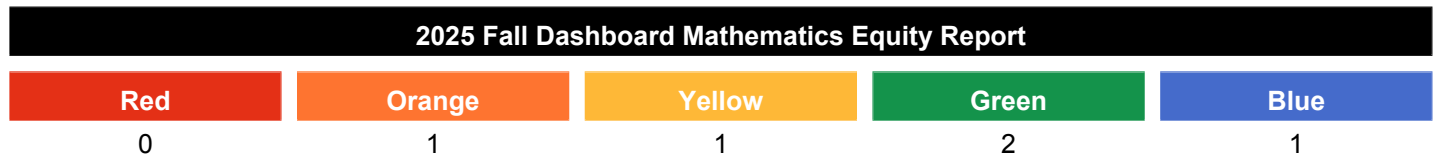
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
All Students  Green 30.3 points above standard Declined 8.4 points 385 Students	English Learners  Green 31.4 points above standard Declined 3.7 points 119 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Green 0.6 points above standard Declined 4.5 points 171 Students

Students with Disabilities  Yellow 45.3 points below standard Increased 26.1 points 58 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  Blue 67 points above standard Maintained 0 points 226 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Orange 45.5 points below standard Declined 12.1 points 95 Students
Two or More Races  No Performance Color 41.3 points below standard Declined 69.1 points 18 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 18.3 points above standard Increased 8.5 points 30 Students

Conclusions based on this data:

1. Overall math performance remains above standard but is declining, with all students scoring 30.3 points above standard (Green) while experiencing a drop of 8.4 points, indicating a need to address recent learning loss.
2. English Learners and Socioeconomically Disadvantaged students are still performing above standard, both in the Green level, but each group showed declines (-3.7 and -4.5 points respectively), suggesting that progress is not being sustained.
3. Significant achievement gaps persist, as Students with Disabilities (Yellow, -45.3 points) and Hispanic students (Orange, -45.5 points) remain well below standard, with Hispanic students also experiencing a notable decline of 12.1 points, highlighting an urgent need for targeted support.

School and Student Performance Data

Academic Performance Science

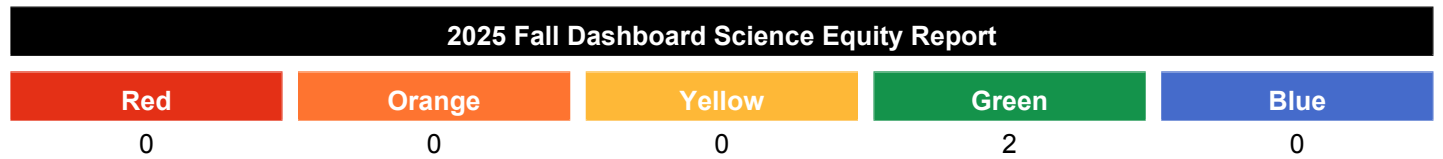
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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		
All Students  Green 62.7 science points Maintained -0.8 points 96 Students	English Learners  No Performance Color 61.3 science points Maintained 0.8 points 29 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 57 science points Increased 3 points 43 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  Green 65.7 science points Declined 3.5 points 59 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color 53.9 science points Increased 3.5 points 19 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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 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	Long-Term English Learner Progress
 Blue	 No Performance Color
65.4 making progress.	making progress.
Number Students: 78 Students	Number Students: 2 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.9%	25%	0%	67.1%

Conclusions based on this data:

- English Learner progress is a significant strength, with the group earning a Blue performance level and 65.4% of students making progress, indicating strong language development overall.
- The majority of English Learners are improving, as 67.1% progressed at least one ELPI level, while only 7.9% decreased, showing that upward movement far outweighs regression.
- A notable portion of students are not advancing levels, with 25% maintaining their current ELPI level and 0% maintaining level 4, suggesting an opportunity to accelerate progress for students who are plateauing.

School and Student Performance Data

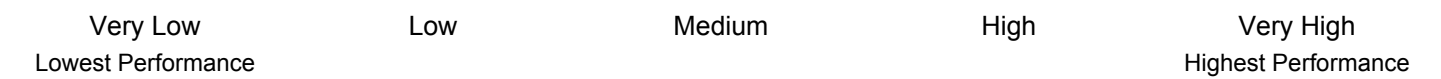
Academic Performance College/Career Report

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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

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.

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Green

5% Chronically Absent

Maintained 0

716 Students

English Learners



Green

4.1% Chronically Absent

Maintained 0.4

145 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Socioeconomically Disadvantaged



Green

8.7% Chronically Absent

Declined 0.8

311 Students

Students with Disabilities  Yellow 14.7% Chronically Absent Declined 0.6 102 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 1.2% Chronically Absent Maintained 0.3 405 Students	Filipino  No Performance Color 0% Chronically Absent Declined 3.4 30 Students	Hispanic  Orange 13.3% Chronically Absent Maintained 0 181 Students
Two or More Races  No Performance Color 7.1% Chronically Absent Increased 1.9 28 Students	Pacific Islander  No Performance Color 0 Students	White  Green 4.9% Chronically Absent Declined 6.9 61 Students

Conclusions based on this data:

1.

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.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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.

School and Student Performance Data

Conditions & Climate Suspension Rate

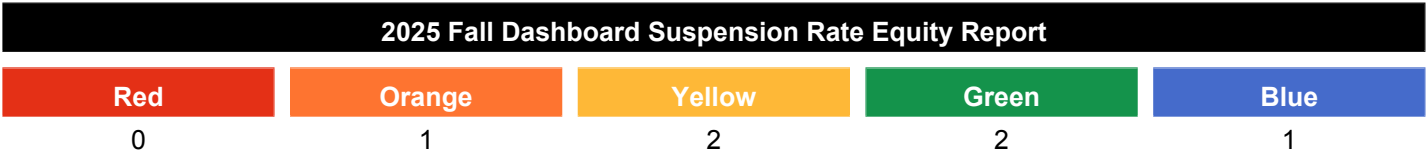
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students  Blue 0.4% suspended at least one day Maintained 0.2% 726 Students	English Learners  Yellow 0.7% suspended at least one day Increased 0.7% 149 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Yellow 0.6% suspended at least one day Increased 0.3% 318 Students

Students with Disabilities  Orange 2% suspended at least one day Increased 0.8% 102 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green 0.5% suspended at least one day Increased 0.3% 410 Students	Filipino  No Performance Color 0% suspended at least one day Declined 3.4% 30 Students	Hispanic  Green 0.5% suspended at least one day Increased 0.5% 185 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 28 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 62 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Achievement

ENGLISH LANGUAGE ARTS

Based on the 2026 Data, the percentage of students in grades 1 and 2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in ELA will decrease by at least 10% from the district diagnostic one results.

Based on the 2026 Data, based on the overall ELA distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from 45.6 to 48.6.

Based on the 2026 Data, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELPAC will increase by at least 10% from the results from the ELPAC.

MATHEMATICS:

Based on the 2026 Data, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in Math will decrease by at least 10% from the 2023 district diagnostic one results.

Based on the 2026 Data, based on the overall math distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from 30.3 to 33.3.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

1. Students with Disabilities

- Indicators with Significant Gaps: English Language Arts (ELA)
- Steps Taken to Address These Gaps: To address gaps in ELA, specialized and general education staff collaborate to provide differentiated instruction, targeted small group support, and inclusive practices within the general education setting. Intervention programs are aligned to student needs, and progress is closely monitored through ongoing assessments and data team discussions. Additional support is provided through scaffolded instruction and the use of accommodations and modifications to ensure access to grade-level standards.

2. Hispanic Students

- Indicators with Significant Gaps: English Language Arts (ELA) and Mathematics
- Steps Taken to Address These Gaps: To address gaps in ELA and Mathematics, teachers utilize data-driven instruction, differentiated learning opportunities, and targeted small group interventions to meet students' specific needs. Evidence-based instructional strategies, including guided reading, structured literacy practices, and focused math instruction are implemented to strengthen foundational skills and promote grade-level proficiency. Progress is closely monitored through regular assessments, and instructional plans are adjusted accordingly to ensure continuous growth.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K Benchmark Assessments	Benchmark Assessment Data	10% increase
iReady	D3 Data	+3 DFS
SBAC	Dashboard Data	+3 DFS
ELPAC	Dashboard Data	10% increase

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Support Common Core Curriculum - Instruction is aligned to grade level CCCSS. Teachers create CCCSS based lessons that support the needs of students. - Instruction in phonics, phonemic awareness, and reading comprehension strategies with a continued focus on balanced literacy and Readers' Workshop occurs across the curriculum. Continued focus on Heggerty and Orton Gillingham strategies, implemented across all primary grade classrooms. - Focus on mathematics instruction, with teachers designing rigorous, standards-based math lessons that meet the diverse needs of all students. Emphasis will be placed on building conceptual understanding, mathematical reasoning, and problem-solving through the use of CGI strategies, math journals, and real-world applications. - Instruction in writing occurs across the curriculum (math journals, science notebooks, research projects, Writers' Workshop). - Technology and 21st Century learning has been infused into instruction to build creativity, collaboration, communication, and critical thinking. - STEAM activities to make learning relevant and meaningful. - PLCs meet regularly to: analyze data, create both formative and summative assessments, ensure alignment to	All students	17,629 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistant 8,113 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Curriculum/Instructional Materials 1,500 LCFF - Supplemental 4000-4999: Books And Supplies Instructional Technology 1,738 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Intervention/Enrichment Programs 19,258 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal/Program Specialist 2,660 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Speech and Debate Program

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	standards, monitor pacing of instruction, respond to student needs, and discuss effective teaching strategies. Time is provided for PLC work during PE and early release Wednesdays. - Standards-based assessments are created in programs such as Illuminate and iReady. - Enrichment opportunities/activities including, but not limited to STAGE productions, Speech and Debate, Chess Masters, Robotics and Coding, and Math Olympiad. - Instructional aide support for full day Kindergarten classrooms.		
1.2	Support for English Language Learners - Daily school-wide designated language time for all students to support language acquisition and extend classroom instruction through Systematic ELD, vocabulary instruction, oral language, writing opportunities, and alignment with ELA Wonders/StudySync curriculum. - Additional ELD instructional resources provided via the Ellevation platform. - Integrated supports throughout the day to bridge ELD standards with content area standards.	English Learners	1,738 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Intervention/Enrichment Programs 2,727 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Curriculum/Instructional Materials 1,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Classified Personnel Support
1.3	Support for Struggling Learners - Push-in and pull-out RSP services are offered to assist students in meeting IEP goals. - Response to Instruction and Intervention is offered to students in small groups with a targeted focus based on Universal Screenings, diagnostic tests, and common formative assessments. - Positive Behavior Intervention and Supports school-wide.	All Students	1,737 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Intervention/Enrichment Programs 2,726 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Curriculum/Instructional Materials 1,000 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	- MTSS/Round table meetings are held to support teachers with struggling learners based on data and the referral process. - Renewed focus on best first teaching within a tier I intervention plan and refinement of PLC, ELD, and Rtl practices. - Renewed focus on tier II interventions within the classroom aligned with standards-based instruction.		2000-2999: Classified Personnel Salaries Additional Classified Personnel Support 1,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries IEP meeting stipends
1.4	Support for Teacher Planning, Collaboration, and Professional Development - On-going professional development is provided to support Common Core instruction. - Teachers meet weekly during PLC time to collaborate while analyzing data, planning instruction, and creating assessments. Teachers use grade level planning and teacher planning days to collaborate on grade level curriculum and instruction. - Provide Physical Education program for students that will release teachers for grade level collaboration time. - Teachers receive ongoing professional development at the site level including, but not limited to Writers' Workshop, Readers' Workshop, Balanced Literacy, and Math/CGI. - Teachers attend trainings at the District to support student learning including, but not limited to CGI, Writers' Workshop, Readers' Workshop, and Marzano Collaborative Lesson Design. - Teachers have opportunities to attend conferences to stay current with engaging and research based	All students	1,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for Teacher Release 1,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional Development 10,368 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Physical Education Program

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	instructional strategies including CUE, STEAM symposium, and the OCC GATE Conference.		
1.5	Support for School Community Success To support school community success, a wide range of structures and communication channels are intentionally utilized for planning, implementation, collaboration, and ongoing engagement. These include committees such as ELAC, DELAC, School Site Council, PTA, the Education Foundation, Team Seahawk, and the Safety Committee, which provide opportunities for all educational partner voice and shared decision-making. Key events like Back to School Night, Open House, Fall and Spring Parent Conferences, and TK and Kindergarten Orientations foster strong home-school connections. Communication tools such as Blackboard Connect/Final Site Messaging, school and teacher websites, and social media platforms (Instagram, Twitter, and Facebook) ensure timely and accessible information sharing. Additionally, parent involvement is strengthened through classroom and school volunteer opportunities and parent education, all of which contribute to increased student achievement by actively engaging families as partners in learning. **We will be doing instructional presentations at Team Seahawk meetings so that parents can get the inside scoop and experience learning in action, just like their students do in the classroom.	All students	500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Parent Involvement/Support 2,500 LCFF - Supplemental 5900: Communications Materials/Supplies (mailings, postage, labels, etc.)

Annual Review

SPSA Year Reviewed: 2025-26

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.

Our journey to revamp balanced literacy through targeted professional development, strategic use of consultants, dedicated release time for planning, and embedded co-teaching lessons across each grade level has been implemented with strong fidelity and coherence, resulting in consistently applied instructional practices and meaningful gains in ELA achievement across the school.

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

We will maintain our budgeted expenditures to continue the forward momentum with our ELA strategies/activities and also transition to follow the same pathway for improving math instruction school-wide.

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.

Strategy/Activity #1.1 indicates the addition of our focus on math instruction. Strategy/Activity #1.5 indicates the additional of parent training at Team Seahawk meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Technology and Digital Literacy

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on the annual Sunset Lane parent survey, our parent community would like the school site to consider minimizing screen time, especially for our youngest learners.

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Support for Understanding of 21st Century Standards and Curriculum and Instruction - Focus on 21st century skills, content knowledge, and expertise. - Build understanding across and among key subjects as well as 21st century interdisciplinary themes. - Emphasize deep understanding rather than shallow knowledge.	All students	1,500 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies for the Media Center 8,436 LCFF - Base 4000-4999: Books And Supplies Instructional Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	- Engage students with real world learning, examples, ideas and experiences. - Allow for various levels of mastery as indicated by age and grade level appropriate markers. - Focus on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning. - Support innovative learning methods that integrate the use of supportive technologies, inquiry-based learning, project-based learning, and higher order thinking. - Students will use technology to access curriculum, reinforce skills, and extend learning. Students create, communicate, collaborate, and think critically. - Digital Citizenship is taught through Common Sense Media. - Introduction of the Artificial Intelligence framework and support with AI for students and staff to use it as an effective instructional tool.		
2.2	Support for 21st Century Learning Environments - Create learning practices, human support, and physical environments that will support the teaching and learning of 21st century skill outcomes. - Support professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practices. - Enable students to learn in relevant, real world 21st century contexts (e.g. project-based learning or inquiry-based learning). - Allow equitable access to quality learning tools, technologies, and resources. - Provide 21st century architectural and interior designs for group, team, and individual learning.	All students	3,513 LCFF - Base 6000-6999: Capital Outlay Classroom Equipment/Furniture 8,436 LCFF - Base 4000-4999: Books And Supplies Instructional Materials and Supplies 9,534 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Tech Support/Personnel

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.3	Support for 21st Century Professional Development • Provide professional development opportunities for teachers to integrate 21st century skills, tools, and teaching strategies into their classroom practices • Balance direct instruction with project-orientated teaching methods. • Identify ways in which a deeper understanding of subject matter can actually enhance problem-solving skills. • Enable 21st century professional learning communities for teachers that model the kinds of best practices and learning strategies that promote 21st century skills for students. • Cultivate teachers' abilities to identify students' particular learning styles, intelligences, strengths and weaknesses. • Professional development is provided throughout the year for site specific needs.	All students	1,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development/Sub Release

Annual Review

SPSA Year Reviewed: 2025-26

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.

The implementation of this goal has been comprehensive and intentional, ensuring that all Sunset Lane students and staff have equitable access to high-quality digital tools, resources, and ongoing professional learning. Through consistent integration of engaging online instructional platforms and targeted staff training, technology is used to enhance instruction and support rigorous, relevant learning experiences. Students regularly engage with digital resources that promote critical thinking, collaboration, and creativity, while also receiving explicit instruction in digital citizenship and informational literacy. As a result, students are increasingly demonstrating responsible technology use and growth in 21st-century skills, reflecting the effectiveness of a cohesive, school-wide approach to digital learning.

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

We will maintain our budgeted expenditures to continue the forward momentum with our technology and digital literacy goal and also transition to include artificial intelligence.

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.

Strategy/Activity #2.1: indicates the introduction of an Artificial Intelligence framework and support with AI for students and staff to use it as an effective instructional tool.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Safe and Secure Environment

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

1. Students with Disabilities

- Indicators with Significant Gaps: Suspension Rate
- Steps Taken to Address These Gaps: To reduce suspension rates, Sunset Lane has strengthened its focus on positive behavior supports and proactive interventions. This includes the implementation of school-wide PBIS practices, explicit teaching of behavioral expectations, and the use of restorative practices to address conflicts and build student accountability. Staff work collaboratively to identify students in need of additional behavioral support and provide targeted interventions, counseling, and check-in/check-out systems. Ongoing collaboration among teachers, support staff, and families, along with regular data review, ensures that these strategies are effectively implemented and adjusted as needed.

2. Hispanic Students

- Indicators with Significant Gaps: Chronic Absenteeism
- Steps Taken to Address These Gaps: To address chronic absenteeism, Sunset Lane has strengthened its systems for monitoring attendance and providing early intervention. Staff work collaboratively to identify attendance concerns, communicate proactively with families, and provide support to address barriers to consistent school attendance. The school promotes a positive and engaging school climate, recognizing the importance of connection and belonging in encouraging regular attendance. Family engagement is a key component of these efforts. Outreach to families includes regular communication, presentations/trainings at monthly Team Seahawk meetings, and opportunities for involvement to support learning at home and reinforce the importance of daily attendance.

3. English Language Learners

- Indicator with Significant Gap: Suspension Rate
- Steps Taken to Address This Gap: To address this gap, Sunset Lane has strengthened its implementation of Positive Behavioral Interventions and Supports (PBIS), with an emphasis on explicitly teaching school-wide expectations and reinforcing positive behaviors. Staff incorporate culturally responsive practices and ensure that expectations are clearly communicated and accessible to English Language Learners through visual supports, modeling, and language scaffolds. Additionally, the school utilizes restorative practices to address conflicts, focusing on building relationships, repairing harm, and promoting accountability rather than exclusionary discipline. Staff work collaboratively to identify students who may need additional behavioral support and provide targeted interventions such as check-in/check-out systems, counseling support, and social-emotional learning opportunities. Ongoing professional development supports staff in effectively meeting the needs of English Language Learners, including strategies for communication, de-escalation, and culturally responsive classroom management. The school also prioritizes strong communication and partnership with families to ensure consistency and support between home and school. Through regular monitoring of discipline data and continued collaboration among staff and families, Sunset Lane is committed to reducing suspension rates and ensuring a safe, inclusive, and equitable learning environment for all students.

4. Economically Disadvantaged Students

- Indicator with Significant Gap: Suspension Rate
- Steps Taken to Address This Gap: To address this gap, Sunset Lane continues to strengthen its school-wide implementation of Positive Behavioral Interventions and Supports (PBIS), with a focus on explicitly teaching and reinforcing clear behavioral expectations across all settings. Staff prioritize building strong, positive relationships with students and creating structured, predictable classroom environments that support student success. The school also emphasizes restorative practices as an alternative to exclusionary discipline, helping students reflect on their actions, repair harm, and rebuild relationships. Students in need of additional support are identified early and provided with targeted interventions such as check-in/check-out systems, counseling services, and social-emotional learning opportunities. Recognizing that external factors may impact student behavior, Sunset Lane works closely with families to provide support and maintain open lines of communication. The school connects families with available resources when needed and partners with them to reinforce positive behavior and consistent expectations.

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Supporting Positive School Relationships - Principal and Assistant Principal support in working collaboratively to promote and reward positive student behavior. - Promote positive relationships among adults, between adults and students, and among students. - Create a school environment where students and staff feel safe and comfortable. - Support excellence in attendance and participation in all school activities. - Sunset Lane's Mental Heath Associate, part time Counselor, and School Psychologist provide social-emotional and behavioral support to promote positive behaviors and a healthy mental state for students. - The PBIS school-wide program helps promote and reward positive student behavior.	All students	13,735 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Mental Health Associate 1,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures PBIS Materials 3,500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Copier/Printing Costs 9,629 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal/Program Specialist 5,500 LCFF - Base 4000-4999: Books And Supplies Materials/Supplies
3.2	Supporting Fun and Engaging Teaching and Learning - Provide all resources required for a positive classroom environment. - Provide ample supports and opportunities for student success. - Support school wide activities such as assemblies, classroom competitions, and celebrations of both individual and school-wide successes.	All students	5,500 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies 3,500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Copier/Printing Costs 40,092 LCFF - Base 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Provide physical education to support the overall health and well-being of students.		Physical Education Program
3.3	Supporting a Welcoming Environment - Exemplify and promote a positive and friendly campus culture. - Buildings will be clean, orderly, well maintained, free of clutter, and well lit. - Student work and achievement is highlighted and displayed in classrooms and public areas. - Excellence in customer service is emphasized. - Cultural diversity is embraced through a variety of school activities (e.g. culturally responsive teaching and instruction, culturally diverse classroom libraries, and school-wide cultural experiences, assemblies, and celebrations).	All students	2,627 LCFF - Base 5000-5999: Services And Other Operating Expenditures Copier/Printing Costs 250 LCFF - Supplemental 4000-4999: Books And Supplies Media Center Materials - Culturally Diverse Literature 750 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Cultural experiences and celebrations
3.4	Supporting School Safety - Principal and Assistant Principal support in working collaboratively to ensure safety for all educational partners. - Additional supervision throughout the day during recess and lunch times. - Emphasize the importance of positive physical, mental, and emotional health for students and adults on campus. - The campus will be maintained to emphasize safety for all staff and students. - Regular drills will be held to support emergency preparedness. - A detailed emergency plan is in place and all staff members understand their roles in the event of a serious emergency. - Emergency supplies are kept on site and updated on an annual basis. - A detailed Safe School Plan and Safe School Action Plan are in place.	All students	5,500 LCFF - Base 4000-4999: Books And Supplies Safety Materials and Supplies 2,500 LCFF - Base 5000-5999: Services And Other Operating Expenditures Maintenance Work Orders 9,628 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal/Program Specialist 28,752 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Noon Duty Supervisors

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Our school safety committee will meet regularly to discuss safety concerns and develop action plans for ongoing improvement of safety across campus.		

Annual Review

SPSA Year Reviewed: 2025-26

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.

The implementation of this goal has been intentional and multifaceted, prioritizing both physical safety and the social-emotional well-being of all members of the Sunset Lane community. Through the establishment of consistent safety procedures, active committees, and clear communication systems, the school maintains a secure and orderly environment. At the same time, a strong emphasis on social-emotional learning, staff support, and inclusive practices ensures that students and staff feel valued, connected, and supported. These strategies have proven effective in fostering a positive school climate, strengthening relationships, and promoting a sense of belonging, all of which contribute to improved well-being and readiness for learning.

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

We will maintain our budgeted expenditures to continue the forward momentum with our strategies/activities to ensure a safe and secure environment, and also switch up social-emotional curriculum/approaches and strategies as needed to meet student needs.

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.

Strategy/Activity #3.1: indicates the addition of a part time counselor to help with social-emotional needs of students.
Strategy/Activity #3.3: indicates the addition of culturally relevant assemblies

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on the annual Sunset Lane parent survey, our parent community would like the school site to consider the following: Tougher consequences for behavior, more sports opportunities, more student spots available in extra curricular programs, and more activities for students and parents to do together.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP	LCAP Data Completion	Increased rates of completion
Attendance at Parent Meetings (ELAC, PTA, Foundation, SSC, Team Seahawk)	Sign in sheets for attendance	Increased attendance
Sunset Lane specific Parent Survey	Parent Survey Completion	Increased rates of completion

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Supporting School to Home Communication School administration and classroom teachers will establish positive communication throughout the school year.	All students	500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Parent Involvement/Support 2,500 LCFF - Base

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	- Information will be disseminated to families describing school programs, events, policies, and procedures. - The school will communicate via phone, e-mail, newsletter, marquee, and flyers to inform all families of current events, celebrate success, and support academic excellence. - Personal phone calls and face to face meetings will ensure that important information is conveyed directly. - Parents will be informed and have a voice in matters of advocacy for students and families, including contact information when more information is needed. - Wednesday folders will be used for the purpose of communicating with families on a weekly basis. **We will be doing instructional presentations at Team Seahawk meetings so that parents can get the inside scoop and experience learning in action, just like their students do in the classroom.		5000-5999: Services And Other Operating Expenditures Copier/Printing Costs 1,200 LCFF - Base 2000-2999: Classified Personnel Salaries Extra Clerical Support 1,500 LCFF - Base 4000-4999: Books And Supplies Materials/Supplies
4.2	Supporting Strong Communication Among School Staff Supporting strong communication among school staff is a priority, with positive communication practices promoted through a variety of effective tools. These include email, phone communication, announcements, shared calendars, a weekly staff newsletter, and clearly outlined meeting agendas. Together, these systems ensure consistent, transparent, and timely information sharing, fostering collaboration, alignment, and a cohesive school environment.	All students	1,500 LCFF - Base 4000-4999: Books And Supplies Materials/Supplies
4.3	Supporting Communication Among Staff and Students - Teachers will make communication of learning goals and work expectations to students clear. - Teachers will promote positive communication and celebrate success. - Office staff and administration will be available to students to offer support as needed throughout the school day.	All students	1,500 LCFF - Base 4000-4999: Books And Supplies Materials/Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Staff to student communication will be made through a variety of communication tools such as e-mail, face to face, and announcements.		
4.4	Supporting Communication Among Students - Positive communication skills will be promoted through classroom discussions, curricular connections, and one to one conversations. - Students will understand the importance of positive communication through social media and demonstrate an understanding of digital citizenship appropriate for grade level and age. - Students will demonstrate working toward proficiency in oral and written language communication skills. - Support will be provided for students in need and will be available through teachers, the school administrative team, and the school mental health associate.	All students	1,500 LCFF - Base 4000-4999: Books And Supplies Materials/Supplies
4.5	Supporting Communication with the District - Clear and timely communication between school and District will be accomplished through effective use of e-mail, text, phone, direct contact, social media, the school marquee, and PeachJar. - District information will be effectively conveyed to members of staff and community as is pertinent. - Sunset Lane will support District events and promote active participation among school community members. - Parents will have Sunset Lane's support in coordinating support and advocacy for students and district programs that provide families the support needed.	All students	1,500 LCFF - Base 4000-4999: Books And Supplies Materials/Supplies
4.6	Supporting Communication with the Wider Community Sunset Lane will utilize social media (Facebook, Twitter, Instagram) to promote school programs, practices, events and to celebrate success.	All students	1,500 LCFF - Base 4000-4999: Books And Supplies Materials/Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	- Sunset Lane will develop a positive working relationship with local news organizations such as the Fullerton Observer. - Sunset Lane will practice positive communication with our feeder junior high school, Parks. - Sunset Lane will participate in community events such as OC United Pumpkin Run, Love Fullerton, the All the Arts Art Auction, and the Fullerton Education Foundation annual events such as the golf tournament.		

Annual Review

SPSA Year Reviewed: 2025-26

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.

The implementation of this goal has been intentional and comprehensive, emphasizing clear, consistent, and inclusive communication across the entire Sunset Lane community, as well as with the District and the City of Fullerton. A variety of communication platforms and structures are utilized to ensure timely information sharing and transparency, while fostering collaboration among staff, families, and community partners. Efforts to actively engage parents through inclusive practices, school events, and meaningful opportunities to participate in and celebrate student learning and diverse cultures have strengthened relationships and built trust. As a result, communication systems have proven effective in promoting connectedness, increasing family involvement, and supporting a cohesive and engaged school community.

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

We will maintain our budgeted expenditures to continue the forward momentum with our strategies/activities to increase parent engagement, including instructional presentations for parents at Team Seahawk meetings.

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.

The addition of an annual Sunset Lane specific Parent Survey to collect feedback from our educational partners. Strategy/Activity #4.1: indicates the addition of parent presentations regarding instructional practices at Team Seahawk meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2025-26

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	\$256,276.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$94,804.00
LCFF - Supplemental	\$161,472.00

Subtotal of state or local funds included for this school: \$256,276.00

Total of federal, state, and/or local funds for this school: \$256,276.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	94,804.00
LCFF - Supplemental	161,472.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	90,975.00
2000-2999: Classified Personnel Salaries	72,850.00
4000-4999: Books And Supplies	59,188.00
5000-5999: Services And Other Operating Expenditures	22,840.00
5800: Professional/Consulting Services And Operating Expenditures	4,410.00
5900: Communications	2,500.00
6000-6999: Capital Outlay	3,513.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	40,092.00
2000-2999: Classified Personnel Salaries	LCFF - Base	1,200.00
4000-4999: Books And Supplies	LCFF - Base	42,372.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	7,627.00
6000-6999: Capital Outlay	LCFF - Base	3,513.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50,883.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	71,650.00
4000-4999: Books And Supplies	LCFF - Supplemental	16,816.00

5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	15,213.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	4,410.00
5900: Communications	LCFF - Supplemental	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,194.00
Goal 2	32,419.00
Goal 3	132,463.00
Goal 4	13,200.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Tracy Gyurina	Principal
Anna Choi	Classroom Teacher
Jennifer Garibay	Classroom Teacher
Sara Henricks-Khong	Classroom Teacher
Robert Yee	Other School Staff
Jennifer Banas	Parent or Community Member
Stephanie Cardenas	Parent or Community Member
Jen Kim	Parent or Community Member
Jose Victorino	Parent or Community Member
William Yoo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 21, 2026.

Attested:

Tracy Gyurina

Principal, Tracy Gyurina on April 21, 2026

R Yee

SSC Chairperson, Robert Yee on April 21, 2026

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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