School Year: 2026-2027

School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunnydale Elementary	6014765	05/21/2026	06/16/2026

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The school site plan will be utilized school wide to ensure all students have their educational goal and social and emotional needs met. Title 1 and LCFF funds will be used to positively impact and improve the quality of education for all students including social and emotional support. There will be additional focus and support for those students with disabilities and other identified at-risk students.

Educational Partner Involvement

How, when, and with whom did your 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

Sunnydale Elementary has worked to involve stakeholders through School Site Council Meetings (monthly), English Language Advisory Council Meetings (5 meetings throughout the year), African American Advisory Council (4 meetings a year, Positive Behavior Interventions and Supports (monthly) and our Instructional Leadership Team (monthly). The SPSA has and will continue to be monitored by the groups listed above in addition to soliciting feedback on whether goals are met and how to adjust goals or priorities throughout the school year. Finally it is presented, reviewed and approved by our SSC and ELAC committees.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Sunnydale needs to focus on English Language Learners, Mathematics, Chronic Absenteeism. Student groups that require additional support are the African American students and socioeconomically disadvantaged.

English Language Arts and English Learners: Plan is to work closely with teachers on good first instruction and differentiation by implementing Professional Learning Communities driven by data-based decision making. Teachers will be utilizing information from PLCs to determine and plan differentiation opportunities for students who need additional intervention or enrichment. Intervention Teacher will provide Tier 2 and Tier 3 supports for students through small group instruction in a Learning Center model. The Learning Center model will provide services for all students (general education students and students with Special Education Services).

Mathematics: Expand the Learning Center model with a full-time Mathematics Intervention for the 2026/2027 school year. Work will continue to support teachers on good first instruction and differentiation by continuing to implement principal and grade level led Professional Learning Communities driven by data-based decision making. Teachers will be utilizing information from PLCs to determine and plan differentiation opportunities for students who need additional intervention or enrichment. Decrease in all subgroups in mathematics with significant decreases in at least 3 subgroups (African American, English Learners, and Socioeconomically Disadvantaged)

Chronic absenteeism: Plan is to modify our current incentive programs on campus as well as continue to utilize our Attendance Team to communicate with families as a preventative measure when attendance concerns arise.

<u>Greatest Progress</u>

At Sunnydale Elementary, we have seen the greatest improvement in the areas of English Language Arts and Mathematics, but we still have a lot of room to grow!

2025 ELA: Improvements have been made with the following subgroups: English Learners +8, SED +24, African American +48

2025 Math: Improvement has been made in the following subgroups: SED +12, African American +22

Chronic Absenteeism: Overall declined by 4.4%

Suspension Rate: Suspension rate of Students with Disabilities declined by 2.1%

We have placed an emphasis on relationship building through the implementation of our CKH program this year in addition to adjusting some of the structures of the day. We have also provided professional development in restorative practices to all staff. We have adjusted recess/lunch times as well as dismissal and arrival procedures with increased supervision and attention to social-emotional learning. In addition, we have developed a team to combat chronic absenteeism which includes an administrator, school counselor, family ambassador, school nurse, as well as the attendance clerk. Communication has been increased and improved when it comes to school attendance as a whole. This also has had an impact on our suspensions for some critical target groups.

Performance Gaps

In the area of English Language Arts, our African American student group increased from previous years, however they are performing 48.2 points below standard. Our SED increased 24.5 points, but are still 35.4 points below the standard and our English Learners are 34.4 points below standard. In order to address the performance gap with these students, we will be focusing on good first instruction that emphasizes differentiation within the Tier 1 instructional time. We will expand the Learning Center model to address individual student needs. In addition, professional development will be offered for teachers that focuses on effective instructional strategies and small group instruction.

Mathematics is an area of need for all students, however specifically with the following subgroups: English Learners, African American students, and SED students are furthest from the standard (AA 94.3 points below, English Learner 83.9 points below, and SED 82.6 points below). In order to address these gaps, we will be focusing on good first instruction that emphasizes differentiation of skills as needed to address individual student needs. We will also be delivering targeted, evidence based, intervention for students based on individual need using data collected through common grade-level assessments and expanding the Learning Center to include mathematics. Professional development will be targeted toward instruction and intervention strategies.

Chronic Absenteeism continues to be a concern for our school although it has declined overall. We saw a specific increase in Students with Disabilities (+0.7%). All other subgroups showed an improvement, African American students having the most improvement with -9.5%. School counselors, attendance secretary, family ambassador, and administration are actively involved in addressing chronic absenteeism. Student attendance incentives, parent communication, and utilizing the ACT program are all instrumental in decreasing the percentage of students who are chronically absent.

Supplemental Services

Sunnydale will utilize categorical funding to support supplemental services in the form of intervention and enrichment programs (iReady ELA and Math), after school tutoring in English Language Arts and Math

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

The Lancaster Elementary School District (LANCSD) has embraced a collaborative approach by integrating the California Community Schools Partnership Program (CCSPP) Implementation Plan into the Single Plan for Student Achievement (SPSA). This collaborative effort aims to improve alignment and efficiency in meeting shared educational goals. The integration allows for streamlined strategies, reduced duplication, and better coordination of resources and interventions. It also simplifies progress tracking and reporting, supports continuous adjustments, and fosters stronger collaboration among educational partners. This inclusive approach ensures a comprehensive, community-focused strategy for student success, making everyone involved feel part of a unified team.

In Spring 2023, the Lancaster Elementary School District (LANCSD) was awarded 22 five-year (2023-2028) Community Schools Implementation Grants. These grants, in partnership with site leaders, staff, parents, students, and community partners, signify a significant step towards a unified vision of establishing community-based learning hubs. With the active involvement of our community partners, these hubs will offer students and families access to comprehensive support services and resources in a centralized location, fostering holistic growth and strengthening community engagement.

The California Community Schools Framework (CA CS Framework) defines essential elements for successful community schools, including Four Pillars, Four Key Conditions for Learning, Four Cornerstone Commitments, and Four Proven Practices. The Lancaster Elementary School District (LANCSD) has identified four key Community Schools priorities to improve student outcomes in alignment with this framework, as informed by the previous year's data analysis. These priorities are: (1) Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services; (2) Empowering parents and families to contribute to their children’s success by providing access to community resources and fostering active engagement in education; (3) Building the capacity of educators and staff to meet the academic and developmental needs of students through a Multi-tiered System of Supports (MTSS); and (4) Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction. These priorities are fully aligned with the CA CS Framework and support the overarching goals of Lancaster Elementary School District’s

Local Control Accountability Plan (LCAP), which include promoting academic achievement, equitable learning practices, and creating safe, supportive environments.

To implement and continuously enhance a whole-child approach to school improvement across the Lancaster Elementary School District, each school will engage in ongoing evaluation, reflection, and cycles of continuous quality improvement throughout the CCSPP grant and beyond. This process will focus on assessing the fidelity of implementation and the impact of CCSPP investments and initiatives. In collaboration with LANCSD and various educational partners, each school will annually review and update the Implementation Plan to reflect the progress and evolving needs of the community schools. The results will inform this review of the Needs and Assets Assessment and course corrections derived from continuous improvement efforts and school community engagement. The annual review process will incorporate data from the School Plan for Student Achievement (SPSA), YouthTruth Survey results, local assessment results, California school Dashboard, evaluation reports from previous and current years regarding the Four Pillars of Community Schools, and the Capacity-Building Strategies (Shared Commitment, Understanding and Priorities, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships).

COLLECTIVE PRIORITIES OF LANCASTER DISTRICT COMMUNITY SCHOOLS:

Priority	Outcome
Priority 1: Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services.	Success will be determined by comparing actual outcomes to baseline outcomes, including: • CAASPP and i-Ready Diagnostic Assessments to evaluate students' academic achievement • YouthTruth Survey results to assess school climate, student engagement, and social-emotional development • Multiple behavioral outcome measures, including attendance rates, chronic absenteeism, and suspension/ expulsion rates

Priority 2: Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education.	Success will be determined by: • Regularly administering surveys and conducting focus groups with parents, families, and community members to gather qualitative feedback on the perceived quality of community school services and the effectiveness of home-school-community engagement efforts • Analyzing year-over-year results from the Whole Child and Family Support Inventory to assess progress and identify areas for improvement
Priority 3: Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS).	Success will be determined by comparing actual outcomes to baseline outcomes, including: • CAASPP and i-Ready Diagnostic Assessments to evaluate students' academic achievement • Reviewing teacher and staff surveys, such as the YouthTruth and other site-specific surveys.
Priority 4: Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction.	Success will be determined by: • Increases in annual attendance in expanded learning programs • Growth in the number of out-of-school activities and events offered • Improved academic performance and student behavioral outcomes among expanded learning program participants (EL, Homeless, Foster Youth), as measured by CAASPP, ELPAC, and i-Ready Diagnostic scores, as well as re-designation rates of English Learners to Fluent English Proficient (RFEP)

CCSPP WHOLE CHILD AND FAMILY SUPPORTS INVENTORY:

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

Potential Support	Are these whole child and family supports part of your Community Schools Implementation Plan/Needs and Assets Assessment?
	YES/NO
Health Screening and Services (vision, dental, hearing, neurological, physical health)	YES
Mental Health Screening and Services	YES
Nutrition Services and Support	YES
Academic Support (tutoring, specialist, etc.)	YES
Counseling/Wellness Center	YES
Multi-Tiered System of Support (MTSS)	YES
Coordination of Services Team (COST Team)	NO
Before School (times/services)	NO
After School (times/services)	YES
Summer/Intersession Programs	YES
During School (learning pathways, differentiated instruction, lab times, etc.)	YES
Teacher Leadership Development and Opportunities	YES
Parent Leadership Development and Opportunities	YES
Student Leadership Development and Opportunities	YES
Shared Decision-Making Bodies that center the voices of students, families, and community	YES

Multiple Modes of Family Communication & Involvement (e.g., student-teacher-family conferences, regular class information & outreach)	YES
Home Visits	YES
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	NO
Positive Behavioral Interventions and Supports (PBIS)	YES
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, trauma-formed practices, CHK, conflict resolution, etc.)	YES
Programs and practices that teach social-emotional skills (e.g., SEL curriculum (Sown to Grow, Second Step, Wondergrove, Kelso's Choice), mindfulness practices, etc.)	YES
Project-Based Learning	YES
Culturally-Sustaining and Responsive Curriculum and Pedagogy	YES
Community-Based Curriculum, Pedagogy, and Projects	YES
Personalized Learning Plans	YES
Performance Assessments (e.g., capstones, portfolios, etc.)	NO
Advisory System to ensure every student has a home base/family group and an advisor who knows them well	NO
Other: Write In	
Other: Write In	

Other: Write In	

STRATEGY 1: SHARED COMMITMENT, UNDERSTANDING, AND PRIORITY:

PART A: Describe the developmental plans for ensuring the Overarching Values are reflected in your community schools work.

Sunnydale School is committed to developing and sustaining a community school model that reflects the Overarching Values of the California Community Schools Framework by creating inclusive systems, strengthening relationships, and ensuring shared responsibility for student success.

1. Racially-Just, Relationship-Centered Spaces

Sunnydale is committed to creating a welcoming, inclusive, and relationship-centered school culture where all students and families feel valued, respected, and connected. Through PBIS, restorative practices, family engagement opportunities, and student-centered supports, Sunnydale will continue strengthening positive relationships among students, staff, families, and community partners. The school will intentionally foster a sense of belonging and promote equitable access to opportunities and support systems for all students.

2. Shared Power

Sunnydale values shared decision-making and believes strong schools are built through collaboration with families, staff, students, and community partners. Leadership structures such as the School Site Council (SSC), African American Advisory Committee (AAAC), English Learner Advisory Committee (ELAC), Instructional Leadership Team (ILT), Parent Leadership (PALS), and Student Leadership (ASB) provide opportunities for stakeholders to actively participate in school planning, goal setting, and continuous improvement efforts. Sunnydale will continue expanding opportunities for meaningful input through surveys, forums, meetings, and collaborative committees.

3. Classroom-Community Connections

Sunnydale recognizes the importance of connecting student learning to real-world experiences and community involvement. The school will continue building partnerships with families, local organizations, and community members to support student learning, enrichment, and engagement. Community partnerships, family events, classroom participation, leadership opportunities, and schoolwide activities will help students see the connection between academics, career readiness, and their community. These experiences will support student engagement, belonging, and future readiness.

4. A Focus on Continuous Improvement and Possibility Thinking

Sunnydale is committed to continuous improvement through ongoing reflection, collaboration, and data-driven decision-making. The school will utilize student achievement, attendance, behavior, and engagement data to evaluate programs and identify areas for growth. Through Professional Learning Communities (PLCs), MTSS structures, and the PDSA continuous improvement cycle, staff and stakeholders will work collaboratively to refine practices and improve outcomes for students. Sunnydale will continue building systems that support the academic, social-emotional, and behavioral success of every student.

PART B: Describe how you will engage historically marginalized student and family groups.

Sunnydale School is committed to engaging historically marginalized student groups and families through inclusive outreach, relationship-building, and shared decision-making. Engagement efforts will focus on supporting students experiencing homelessness, foster youth, students with disabilities, socioeconomically disadvantaged students, English Learners, and African American students.

Families are engaged through community outreach events, family activities, surveys, school communication, and leadership opportunities. The School Site Council (SSC), which includes certificated staff, classified staff, parents, and students, serves as the primary decision-making body for reviewing and approving school goals, actions, and services.

Additional input is gathered through ELAC, AAAC, PALS, ILT, staff meetings, and individual conversations with families and community members. Sunnydale also uses YouthTruth student, family, and staff survey data to identify needs and guide continuous improvement efforts to better support students and families.

PART C: GOALS AND ACTIONS:

Please describe the top three goals for your community schools' initiative based on your Needs and Assets Assessments and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory.

Goal	Was this goal submitted with the first APR?	Explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2025-2026 to meet this goal.
Goal 1: By June 2027, Sunnydale will be able to provide resouces to more families through community engagement events. Participation in family activities will increase by 10% as measured by sign-in sheets.	YES	Sunnydale has a high population of socioeconomically disadvantaged students (92%). Through community events, we will be able to provide resources and outreach to more families.	Provided resources to families in need through the family ambassador, community liaison and school counselors.

Goal 2: By June 2027, the percentage of parents who feel empowered to play a meaningful role in decision-making at Sunnydale will increase from 38% to 60%, and the percentage of students who feel like an important part of the school (sense of belonging) will increase from 31% to 55%, as measured by YouthTruth surveys.	YES	YouthTruth surveys showed that parents and families wanted to be more involved with decision-making and our students had a low sense of belonging.	Sunnydale began a literacy night that engaged with kindergarten families. This promoted reading and family engagement. For the 25/26 school year Sunnydale sponsored a Math Bingo night which increased family engagment. These activities will continue for the 26/27 school year.
Goal 3: By June 2027, the annual number of playground ODRs will decrease by 10% and the suspension rate will decrease by 2% through the implementation of restorative practices and utilization of po sitive behavior supports.	YES	Due to higher suspension rates Sunnydale worked to improve the implementation of restorative practices and PBIS.	Sunnydale increased behavior support staff and provided training on restorative practices.

GOAL ANALYSIS:

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming school year that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal, as well as identified areas of growth and any solutions you developed. (300 words or less)

Based on reflections from the prior school year, several adjustments were made to our goals, metrics, desired outcomes, and planned actions to better align supports with student needs and improve implementation effectiveness. While intervention systems and family engagement opportunities showed positive outcomes, reflections on implementation highlighted areas where greater consistency, targeted support, and monitoring were needed.

One significant change was the expansion of intervention supports beyond literacy to include a Math Learning Center with a certificated intervention teacher and paraeducator. Data and classroom observations showed that many students required additional support with prerequisite math skills and foundational concepts in order to access grade-level standards successfully. Intervention structures were also refined to allow for more flexible grouping based on ongoing assessment data, including i-Ready, DIBELS, SIPPS, and classroom performance.

Family engagement actions were revised after reflecting on participation trends. Traditional literacy-focused events resulted in lower attendance, while interactive events such as Family Math Bingo Night produced significantly higher family participation. As a result, future engagement efforts will prioritize hands-on, student-centered events and provide more personalized communication to families regarding attendance, academics, and behavior data.

Metrics and desired outcomes for English Learners were also adjusted to account for high rates of student reclassification. Although the percentage of students making annual progress decreased, reflections showed that many students successfully exited EL services, demonstrating overall program effectiveness. Future actions will focus on strengthening designated and integrated ELD instruction, vocabulary development, and progress monitoring for multilingual learners.

Additionally, school climate and attendance strategies were refined to include more proactive PBIS supports, student incentives, restorative practices, and increased staff training for consistent implementation across settings. These changes were developed to improve student engagement, reduce behavior referrals, and strengthen overall school connectedness.

STRATEGY 2: CENTERING COMMUNITY-BASED LEARNING:

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Sunnydale School is committed to strengthening community-based learning through professional development, family partnerships, and collaboration with support staff and community organizations. Staff will continue building their understanding of students' backgrounds, experiences, and community needs in order to create meaningful connections between learning, relationships, and real-world experiences.

Goal: Improve parent engagement in parent-teacher conferences, parent meetings, and family outreach events.
Action Steps: Increase communication and outreach regarding school events and expand opportunities for student and family participation in activities such as Family Math Engagement Nights.

Goal: Strengthen the implementation of restorative practices and PBIS.
Action Steps: Provide ongoing restorative practices and PBIS training to all staff to support positive relationships, student engagement, and inclusive school culture.

Goal: Increase resources and supports available to students and families.
Action Steps: The Community Liaison and Family Ambassadors will strengthen partnerships with community organizations, increase family engagement, and connect students and families with needed services and resources.

STRATEGY 3: COLLABORATION LEADERSHIP:

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Sunnydale Leadership and Shared Governance Organizational Chart

STRATEGY 4: SUSTAINING STAFF AND RESOURCES:

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Sunnydale School is committed to building sustainable systems and partnerships that will continue beyond the implementation grant period. The school has hired a Community Liaison who works closely with the Family Ambassador to identify student and family needs through data collection, outreach, and ongoing communication with families.

The Community Liaison participates in SSC, ELAC, AAAC, and the attendance team to support shared decision-making, family engagement, attendance improvement efforts, and community collaboration. When needs are identified, the liaison helps connect students and families with resources, services, and support, including home visits when needed.

To sustain this work long-term, Sunnydale will continue strengthening community partnerships, seeking additional funding opportunities, embedding community school practices into existing school systems, and utilizing surveys and data to guide continuous improvement efforts.

STRATEGY 5: STRATEGIC COMMUNITY PARTNERSHIPS:

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Sunnydale School has established partnerships with organizations such as Hazel Health, Big Smiles, Pennylane, and the Department of Public Health to provide health services, mental health supports, and additional resources for students and families. These partnerships are designed to support the academic, social-emotional, and physical well-being of students while addressing the identified needs of the school community.

Sunnydale will continue maintaining regular communication and collaboration with community partners to ensure services remain responsive to the needs and priorities of students, staff, families, and community members. Through ongoing collaboration with stakeholders, Sunnydale will work to develop a shared vision for student success and align community partnerships with measurable outcomes related to attendance, engagement, wellness, and academic achievement.

Community partners will also be invited to participate in school events such as Back to School Night, Open House, and family engagement activities to strengthen relationships and increase awareness of available services and supports.

Information about community resources and services will continue to be shared through ParentSquare, the school website, social media platforms, and family outreach efforts to ensure families are informed and connected to available supports.

Staffing and Professional Development

Staffing and Professional Development Summary

As a school, we recognize the importance of equipping our staff with the skills necessary to effectively manage student behavior in various settings. To this end, we will be conducting professional development sessions (such as Restorative Practices) that focus on proactive behavior management techniques tailored specifically for unstructured environments such as the playground. These sessions will provide our para educators and supervision aides with strategies to anticipate and address potential behavioral issues before they escalate, ensuring a safe and positive experience for all students during their recreational time. By enhancing their ability to manage behavior proactively, we aim to foster an environment where students can enjoy their playtime while developing social skills in a supportive setting. This training will also extend into the classroom and teachers will participate in restoritive practices training as well.

Focus of teacher development will be on UDL, small group instruction, differentiation, and supporting English Learners. This will enable teachers to provide more intensive support in the classroom. It will allow teachers to meet the needs of our students with the most needs. This will be data driven, based on formative assessment conducted by the teacher and analyzed during grade level and principal PLC meetings.

Continuous development of all staff to support areas of growth at the school site including developing site leadership in AAAC, CJSF, ASB and various areas of need.

Staffing and Professional Development Strengths

Our commitment to professional development underscores our dedication to creating a nurturing and secure atmosphere for our students. By focusing on proactive behavior management, small group instruction and data analysis we empower our staff to intervene effectively and constructively, promoting a culture of respect and cooperation and provided student intervention supports. This approach not only benefits the students by providing them with a harmonious environment to learn, explore and interact but also supports our staff in feeling confident and prepared to handle diverse situations and providing small group support to students. Through these efforts, we strive to maintain a school community where every child feels valued and encouraged to grow both socially, emotionally and academically.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Expand and strengthen the Learning Center model to provide targeted academic intervention and inclusive support for students in reading and mathematics while strengthening positive school culture and student behavior through PBIS implementation, restorative practices, student

engagement opportunities, and ongoing paraeducator training and professional development.
Root Cause/Why: i-Ready, CAASPP, and SWIS data show ongoing gaps in reading, math, and student behavior, highlighting the need for targeted intervention, consistent behavior supports, and staff training.

Teaching and Learning

Teaching and Learning Summary

Our school is committed to addressing the needs of our students by expanding the Learning Center model to add an additional intervention teacher to support Math. This initiative is crucial as it will provide targeted support and resources to students who are struggling with mathematical concepts, particularly as they transition into more complex areas such as division.

The root cause of this expansion stems from our analysis of the CAASPP data, which indicates that a majority of our students are not meeting grade level standards in mathematics. This data highlights a significant decline in math achievement, particularly with the introduction of division, which suggests that our students require additional support and intervention at this critical stage in their education. By expanding the Learning Center model, we aim to address these challenges head-on, providing our students with the tools and guidance they need to succeed in mathematics.

Teaching and Learning Strengths

Our school has identified a key strength in our Learning Center model, which has proven effective in supporting students' academic growth. By expanding this model to include math students, we aim to provide targeted interventions and personalized support to address specific learning needs. This expansion will allow us to offer more focused instruction and resources, helping students build a stronger foundation in mathematics.

The need for this expansion is underscored by our analysis of CAASPP data, which indicates that a majority of our students are not meeting grade-level standards in mathematics. This data highlights a critical area for improvement, particularly as students encounter challenges with the introduction of division. By addressing these challenges through our enhanced Learning Center model, we are committed to reversing the decline in math achievement and ensuring that our students are equipped with the necessary skills to succeed.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Increase student achievement in ELA, Mathematics, Science, and English Language Development through standards-based and NGSS-aligned instruction, PLC collaboration, data-driven decision making, targeted intervention, designated and integrated ELD instruction, and expanded enrichment opportunities including VAPA and STEM to increase student engagement, school connectedness, and attendance.
Root Cause/Why: Assessment data, including CAASPP, CAST, and i-Ready results, show many students performing below grade level in ELA, Math, Science, and ELD. Achievement gaps persist among English Learners, students with disabilities, and other student groups, indicating a need for targeted support and differentiated instruction.

Parental Engagement

Parental Engagement Summary

As a school, we recognize the importance of fostering early literacy skills and the role that family engagement plays in a child's educational journey. To this end, we are committed to continue to provide families with home libraries so that we can support the home-school connection so students can reinforce the learning happening in the classrom at home. This initiative aims to include families and allow them to participate in learning that promotes literacy development, thereby laying a strong foundation for future academic success.

The feedback from the Youth Truth Survey, which included responses from 26 families, highlighted concerns regarding the quality of education their children are receiving. This feedback has prompted us to reflect on how we can better support our students and their families. By increasing opportunities for families to engage with the school environment during learning activities, we aim to enhance family involvement and provide a clearer understanding of the educational programs we offer. This approach not only addresses the concerns raised but also strengthens the partnership between home and school, ultimately benefiting our students' learning experiences.

Parental Engagement Strengths

As a school, we recognize the critical importance of fostering early literacy skills, understanding that these foundational abilities are essential for a child's long-term academic success. In light of this, we are dedicated continue to provide home libraries to students so that students and parents can reinforce the literacy development happening in the classroom. This initiative aims include families and allow them to participate in learning that promotes literacy development, thereby laying a strong foundation for future academic success. By doing so, we aim to lay a strong foundation for their future educational achievements, ensuring that they have the skills necessary to thrive in their academic journey.

Furthermore, by increasing opportunities for families to engage with the school environment during learning activities, we aim to enhance family involvement and provide a clearer understanding of the educational programs we offer. This approach is not only a response to the concerns raised by our community but also a strategic effort to strengthen the partnership between home and school. By fostering this collaboration, we believe we can significantly enrich our students' learning experiences, creating a supportive network that benefits their overall educational development.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Increase family involvement, stakeholder communication, and parent participation through community partnerships, family engagement events, school climate surveys, and opportunities for parent input in school decision-making and access to school resources.
Root Cause/Why: Survey data and participation rates indicate families desire stronger communication, increased involvement opportunities, and a greater understanding of school programs, resources, and student supports.

School Culture and Climate

School Culture and Climate Summary

The limited number of parents who completed the climate survey is a concern that needs to be addressed. Increasing parent engagement with the survey is crucial to obtaining a more comprehensive understanding of the school environment. A higher response rate from parents will provide us with a more accurate and holistic view of the school's climate, which is essential for making informed decisions that benefit our students and community.

The discrepancies in the reported data from parent, staff, and student climate surveys suggest that there may be underlying issues affecting the perception of the school environment. It is important to identify and understand these differences to ensure that all voices are heard and considered. By addressing the root causes of these discrepancies, we can work towards creating a more cohesive and supportive school climate for everyone involved.

School Culture and Climate Strengths

The discrepancies in the reported data from parent, staff, and student climate surveys suggest that there may be underlying issues affecting the perception of the school environment. It is important to identify and understand these differences to ensure that all voices are heard and considered. By addressing the root causes of these discrepancies, we can work towards creating a more cohesive and supportive school climate for everyone involved. This requires open dialogue and collaboration among all stakeholders to bridge gaps in understanding and to foster a shared vision for our school's culture and values.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Increase student attendance and reduce chronic absenteeism through student engagement activities, incentives, leadership opportunities, and family outreach.
Root Cause/Why: Sunnydale's attendance rate is below the district expectation, and chronic absenteeism rates remain high. Limited parent participation in surveys has resulted in inconsistent perceptions between parent, staff, and student climate data.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	English Language Arts: Utilizing data from both local and state assessments, we will strengthen the core English Language Arts instructional program through standards-based instruction and a strong commitment to collaborative teams operating within the Professional Learning Community (PLC) model with fidelity. We will emphasize the use of assessment data to drive instructional decisions, including targeted intervention and enrichment, to improve student outcomes. Our intervention focus will center on reading through small-group instruction and the support of an intervention teacher and para-educator within an inclusive Learning Center model. This model supports all students, including those with Individualized Education Plans (IEPs), within the general education setting. To further support student academic growth and learning outcomes, professional development opportunities will be provided in the areas of Professional Learning Communities, assessment practices, differentiation, technology integration, and effective reading strategies. By 06/2027, students will increase 15 points in ELA, as indicated on the CA Dashboard, relative to their student group baseline.

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.

Expand and strengthen the Learning Center model to provide targeted academic intervention and inclusive support for students in reading and mathematics while strengthening positive school culture and student behavior through PBIS implementation, restorative practices, student engagement opportunities, and ongoing paraeducator training and professional development.

Increase student achievement in ELA, Mathematics, Science, and English Language Development through standards-based and NGSS-aligned instruction, PLC collaboration, data-driven decision making, targeted intervention, designated and integrated ELD instruction, and expanded enrichment opportunities including VAPA and STEM to increase student engagement, school connectedness, and attendance.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - ELA (All Students 3-6)	-35.3 (Yellow)	-20.3 (Yellow)

CAASPP - ELA - Multi-Language Learners	-34.4 (Yellow)	-19.4 (Yellow)
CAASPP - ELA - African American	-48.2 (Yellow)	-33.2 (Yellow)
CAASPP - ELA - Homeless	-69.0 (No performance color)	-54.0 (Yellow)
CAASPP - ELA - SED	-35.4 (Yellow)	-20.4 (Yellow)
CAASPP - ELA - Students with Disabilities	-60.1 (Orange)	-45.1 (Yellow)
iReady Reading (All Students)	At or above Grade Level (2025/26) BOY - 18% EOY - 43%	2027 EOY - 48%
iReady Reading - Multi-Language Learners	At or above Grade Level (2025/26) BOY - 4% EOY -29%	2027 EOY - 34%
iReady Reading - African American	At or above Grade Level (2025/26) BOY - 19% EOY - 41%	2027 EOY - 46%
iReady Reading - Foster Youth	At or above Grade Level (2025/26) BOY - 34% EOY - 33%	2027 EOY - 38%
iReady Reading - Homeless	At or above Grade Level (2025/26) BOY - 7% EOY - 31%	2027 EOY - 36%
iReady Reading - SED	At or above Grade Level (2025/26) BOY - 18% EOY - 43%	2027 EOY - 48%
iReady Reading - Students with Disabilities	At or above Grade Level (2025/26) BOY - 6% EOY - 24%	2027 EOY - 29%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Provide professional development, collaborative planning opportunities, instructional support, intervention resources, technology programs, enrichment opportunities, and supplemental materials to strengthen standards-based instruction, student engagement, inclusive practices, literacy development, and academic achievement for all students. Funding will support certificated and classified staffing, instructional materials and supplies, intervention resources, student support programs, field trips, AVID implementation, and digital learning tools aligned to SPSA and LCAP goals.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities, Homeless	$3,300	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures
			$1,800	LCFF S/C Account Code: 3000–3999 Employee Benefits
			$4,050	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures
			$8,629.85	Title 1 Account Code: 4000–4999 Books and Supplies
			$646	LCFF - Base Account Code: 3000–3999 Employee Benefits
			$5,000	LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures
			$6,242.59	LCFF - Base Account Code: 4000–4999 Books and Supplies
			$1,704	LCFF - Base Account Code:

				2000–2999 Classified Personnel Salaries
			$5,000	LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures
			$2,000	LCFF - Base Account Code: 4000–4999 Books and Supplies
			$5,000	LCFF - Base Account Code: 4000–4999 Books and Supplies
			$7,200	LCFF S/C Account Code: 1000–1999 Certificated Personnel Salaries

1.1.2	Implement Professional Learning Communities (PLCs) with fidelity through ongoing teacher collaboration, data analysis, common formative assessments, and targeted intervention planning to improve student achievement. Funding will support teacher professional development, instructional coaching, PLC collaboration time and substitute release days, conference opportunities, and resources necessary to support data-driven instruction and intervention practices.	All Students	$14,000 $2,000 $795.06 $5,000	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures LCFF S/C Account Code: 1000–1999 Certificated Personnel Salaries LCFF S/C Account Code: 3000–3999 Employee Benefits LCFF - Base Account Code: 4000–4999 Books and Supplies
1.1.3	Implement and strengthen the Learning Center model to provide targeted Tier 2 and Tier 3 language arts and mathematics support through data-driven small-group instruction and ongoing progress monitoring. Funding will support intervention teachers, paraeducator support staff, assessment tools, instructional materials and supplies, and collaborative planning time to monitor student progress and adjust intervention groups.	Students with Disabilities, Low Income, Foster Youth, English Learners	$100,000	Title 1 Account Code: 4000–4999 Books and Supplies

1.1.4	Provide classroom technology, materials, organizational tools, and instructional supplies to support standards-based instruction, access to curriculum, student organization, and academic success, including folders, planners, dividers, pencil pouches, and other supplemental materials.	Low Income, Homeless, Students with Disabilities	$2,000 $5,000 $5,000	Title 1 Account Code: 4000–4999 Books and Supplies LCFF - Base Account Code: 4000–4999 Books and Supplies LCFF - Base Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

Exceeded the goal of increasing 15 points in ELA (increased by 22.2 points). Effective strategies/activities that were implemented: Teacher Clarity, inclusive practices, SIPPS home librares sent home with every student, weekly PLCs, Learning Center with Intervention Teacher and Para-educator, school-wide master schedule and parent engagement.

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

We implemented a Math Family Engagement Night instead of a Literacy Night. Fiscal resources were adjusted to support Math Family Engagement Night. Instead of using two substitutes per month, PLCs to identify "at risk" students were conducted during site release time.

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.

For the 26/27 school year, we will have a Reading Interventionist and a Math Interventionist, and two para-educators. Need additional classroom resources to fully implement two Learning Centers.

Goal 1.2

Goal #	Description
Goal 1.2	Mathematics: Utilizing data from both local and state assessments, we will strengthen the core Mathematics instructional program through standards-based instruction and a strong commitment to collaborative teams operating within the Professional Learning Community (PLC) model with fidelity. Based on prior year CAASPP Mathematics outcomes, targeted efforts will focus on accelerating achievement for all student groups, including Multi-Language Learners, African American students, socioeconomically disadvantaged students, students experiencing homelessness, and students with disabilities. We will emphasize the use of assessment data to drive instructional decisions, including targeted intervention and enrichment, to improve student outcomes and progress toward meeting expected performance indicators. A Math Learning Center will be implemented to provide targeted support through small-group instruction led by a Math Intervention Teacher and para-educator. Instructional support will also include differentiated instruction and inclusive practices that support all learners within the general education setting, including students with Individualized Education Plans (IEPs). To further support student academic growth and achievement in mathematics, professional development opportunities will be provided in the areas of Professional Learning Communities, assessment practices, differentiation, technology integration, mathematical discourse, and effective instructional strategies aligned to California Mathematics Standards. By 06/2027, students will increase 15 points in Math, as indicated on the CA Dashboard, relative to their student group baseline.

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.

Expand and strengthen the Learning Center model to provide targeted academic intervention and inclusive support for students in reading and mathematics while strengthening positive school culture and student behavior through PBIS implementation, restorative practices, student engagement opportunities, and ongoing paraeducator training and professional development.

Increase student achievement in ELA, Mathematics, Science, and English Language Development through standards-based and NGSS-aligned instruction, PLC collaboration, data-driven decision making, targeted intervention, designated and integrated ELD instruction, and expanded enrichment opportunities including VAPA and STEM to increase student engagement, school connectedness, and attendance.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - Math - All Students	-82.2 (Yellow)	-67.2 (Yellow)

CAASPP - Math - Multi-language Learners	-83.9 (Orange)	-68.9 (Yellow)
CAASPP - Math - African American	-94.3 (Yellow)	-79.3 (Yellow)
CAASPP - Math - Homeless	-115.7 (No performance color)	-95 (Yellow)
CAASPP - Math - SED	-82.6 (Yellow)	-67.6 (Yellow)
CAASPP - Math - Students with Disabilities	-107.2 (No performance color)	-92.2 (Yellow)
iReady Math (All Students)	At or above Grade Level (2025/26) BOY - 6% EOY - 24%	2027 EOY - 29%
iReady Math - African American	At or above Grade Level (2025/26) BOY - 4% EOY - 19%	2027 EOY - 24%
iReady Math - Multi-language Learners	At or above Grade Level (2025/26) BOY - 4% EOY - 10%	2027 EOY - 15%
iReady Math - Foster Youth	At or above Grade Level (2025/26) BOY - 17% EOY - 33%	2027 EOY - 38%
iReady Math - Homeless	At or above Grade Level (2025/26) BOY - 5% EOY - 20%	2027 EOY - 25%
iReady Math - SED	At or above Grade Level (2025/26) BOY - 6% EOY - 22%	2027 EOY - 27%
iReady Math - Students with Disabilities	At or above Grade Level (2025/26) BOY - 2% EOY - 11%	2027 EOY - 16%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.2.1	Provide professional development opportunities for teachers focused on effective mathematics and STEM instruction, including strategies for teaching challenging concepts through manipulatives, visual models, technology integration, engineering design challenges, real-world problem solving, and differentiated instruction. Funding will support teacher training, professional development materials, substitute teachers, STEM resources, instructional technology, and classroom supplies.	All Students	$1,750 $250	LCFF S/C Account Code: 1000–1999 Certificated Personnel Salaries LCFF S/C Account Code: 3000–3999 Employee Benefits
1.2.2	Implement Professional Learning Communities (PLCs) and collaborative planning structures that utilize formative assessment data to identify learning gaps, monitor student progress, and develop targeted small-group intervention plans to support mastery of grade-level standards and improve student achievement.	All Students		
1.2.3	Implement a Math Learning Center model to provide targeted intervention and small-group instruction for students performing below grade level in mathematics. A Math Intervention Teacher will support students by addressing prerequisite skills, identified learning gaps, and grade-level standards through data-driven instruction within both the general education classroom and the Math Learning Center. Technology-based math programs and digital learning tools will be utilized to provide differentiated practice, immediate feedback, and additional support aligned to student needs.	All Students	$2,000	LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures
1.2.4	Provide an SAI push-in service model to support students with disabilities within the general education classroom through collaborative instruction, targeted small-group support, accommodations, and differentiated instruction aligned to Individualized Education Plan (IEP) goals. Special Education and general education staff will work collaboratively to address identified learning gaps in mathematics, increase access to grade-level standards, monitor student progress, and provide inclusive instructional supports that promote academic achievement and participation in the least restrictive environment.	Students with Disabilities		

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

Made progress towards the goal of increasing by 15 points, but did not meet the goal (increased 10.5 points). SAI teachers and para-educators supported students with disabilties in the general education setting through push-in/pull-out model. Substitute Teacher was utilized for Math Intervention (started Q2). Planned and implemented a schoolwide Math Family Engagement Night.

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

There was not an opportunity to provide professional development for teachers on effective strategies for teaching challenging math concepts. PLCs were more focused on ELA small groups than Math small groups. Technology-based math programs were not purchased/implemented.

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.

Provide professional development for teachers on effective strategies for teaching challenging math concepts. Designate more PLCs to focus on math CFAs and small group instruction. Increase math acheivement through the addition of a math intervention teacher, para-educator and a structured Math Learning Center.

Goal 1.3

Goal #	Description
Goal 1.3	Multi-Language Learners: Utilizing data from both local and state assessments, we will strengthen the instructional program for Multi-Language Learner students through designated and integrated English Language Development (ELD) instruction and a strong commitment to collaborative teams operating within the Professional Learning Community (PLC) model with fidelity. We will emphasize the use of assessment data to drive instructional decisions, including targeted designated and integrated supports, small-group instruction, and the implementation of English Language Development curriculum to improve student outcomes. Based on i-Ready Reading data, instructional focus areas will include vocabulary development, comprehension, and informational text to increase the percentage of English Learner students performing Early On Grade Level or Mid/Above Grade Level in Reading. To further support student academic growth and language acquisition, professional development opportunities will be provided in the areas of English Language Development strategies, differentiation, assessment practices, collaborative planning, and effective instructional practices for multilingual learners. By 06/2027, increase the percentage of students demonstrating proficiency in English Learner Progress by 10% on the California Dashboard.

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.

Expand and strengthen the Learning Center model to provide targeted academic intervention and inclusive support for students in reading and mathematics while strengthening positive school culture and student behavior through PBIS implementation, restorative practices, student engagement opportunities, and ongoing paraeducator training and professional development.

Increase student achievement in ELA, Mathematics, Science, and English Language Development through standards-based and NGSS-aligned instruction, PLC collaboration, data-driven decision making, targeted intervention, designated and integrated ELD instruction, and expanded enrichment opportunities including VAPA and STEM to increase student engagement, school connectedness, and attendance.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress	46.9% making progress	56.9% making progress (+10%)
iReady ELA (English Learner)	At or above Grade Level (2025/26) BOY - 4% EOY - 29%	2027 EOY - 34%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.3.1	Provide professional development for integrated English Language Learner instruction to all English Language Learner students.	English Learners	$1,000	LCFF - Base Account Code: 4000–4999 Books and Supplies
1.3.2	Implement targeted language development and academic vocabulary support for Multi-Language Learners through designated and integrated instructional practices that strengthen vocabulary acquisition, reading comprehension, speaking, and writing skills across content areas.	English Learners	$1,000	LCFF - Base Account Code: 4000–4999 Books and Supplies
1.3.3	English Language Para-educator will provide push-in support for Multi-Language Learners for targeted small group or indiviual English Language and vocabulary instruction.	English Learners	$1,000	LCFF - Base Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

The percentage of students demonstrating proficiency in English Learner Progress went down to 5.3% (Goal was 10%). Although overall EL growth data declined, a significant number of students acheived reclassification as Fluent English Proficient (RFEP). EL para-educator provided push-in support for EL students. PD on Summit K-12 provided twice this year.

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

None

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.

No changes

Goal 1.4

Goal #	Description
Goal 1.4	Science: Utilizing data from both local and state assessments, we will strengthen the core Science instructional program through standards-based instruction and collaborative teams operating within the Professional Learning Community (PLC) model with fidelity. Based on CAST Science data, instructional efforts will focus on increasing student performance in Life Sciences, Physical Sciences, and Earth and Space Sciences by reducing the percentage of students performing Below Standard and increasing the percentage performing Near or Above Standard. We will use assessment data to guide instruction, intervention, enrichment, and hands-on scientific inquiry to improve student outcomes. Professional development will support effective NGSS-aligned instructional strategies, differentiation, assessment practices, and student discourse. By 6/2027, 5th grade students will achieve a significant improvement of 10 points on the CAST.

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.

Expand and strengthen the Learning Center model to provide targeted academic intervention and inclusive support for students in reading and mathematics while strengthening positive school culture and student behavior through PBIS implementation, restorative practices, student engagement opportunities, and ongoing paraeducator training and professional development.

Increase student achievement in ELA, Mathematics, Science, and English Language Development through standards-based and NGSS-aligned instruction, PLC collaboration, data-driven decision making, targeted intervention, designated and integrated ELD instruction, and expanded enrichment opportunities including VAPA and STEM to increase student engagement, school connectedness, and attendance.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - Science (5th Grade Students)	43.1 Points Above Standard (Yellow)	53.1 (Green)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.4.1	All teachers will focus on the implementation of priority standards in the area of Science through standards-based and NGSS-aligned instruction, collaborative planning, and data-driven instructional practices. Professional development opportunities will be provided to support effective science instruction, hands-on inquiry, academic discourse, and integration of STEM practices across grade levels. Provide teacher training, instructional materials and supplies, science equipment, STEM resources, substitute release time for collaboration and professional development, and technology-based instructional tools to strengthen student engagement and achievement in Science.	All Students	$1,000	LCFF S/C Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

Exceeded the goal of increasing by 5 points on the CAST (increased 8.5 points). Teachers focused on the priority standards in the area of Science.

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

None

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.

No changes

Goal 2.1

Goal #	Description
Goal 2.1	CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities CCSPP Strategy 3: Collaborative Leadership Parent and Family Engagement: Increase parent and family participation through school events, family engagement activities, and strategic community partnerships that provide resources and support for families through Community School initiatives. Share student data, including attendance, i-Ready scores, and behavior data, with families twice per year during semester awards assemblies to strengthen communication, increase parent involvement, and promote collaboration among stakeholders. By 6/2027, participation in family engagement activities will increase by 10% based on sign-in sheets.

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.

Increase family involvement, stakeholder communication, and parent participation through community partnerships, family engagement events, school climate surveys, and opportunities for parent input in school decision-making and access to school resources.

Increase student attendance and reduce chronic absenteeism through student engagement activities, incentives, leadership opportunities, and family outreach.

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
Family Night Sign-in Sheets	186 People (Math Bingo Night)	205 People (+10%)
Parent Workshops Sign-in Sheets	8 Parents	12 Parents (+50%)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Communicate with families through multiple outreach methods, including personalized emails, text messages, phone calls, and printed flyers sent home with students, to increase parent awareness, participation, and engagement.	All Students, Homeless, Students with Disabilities, English Learners, Low Income, Foster Youth	$1,400	Title 1 Account Code: 4000–4999 Books and Supplies
2.1.2	Provide incentives that promote both family participation and positive student attendance, such as recognition programs, certificates, raffles, or family-friendly prizes for students and families who participate in school events and activities.	Students with Disabilities, Homeless, English Learners, Low Income, Foster Youth, All Students	$1,000	LCFF - Base Account Code: 4000–4999 Books and Supplies

2.1.3	Schedule events at times that maximize family participation, including evenings or weekends, and gather parent feedback to help determine preferred dates and times for future events and activities. Support certificated and classified extra hours to assist with the planning, coordination, supervision, and implementation of family engagement events and activities.	English Learners, Foster Youth, Low Income, Students with Disabilities, Homeless, All Students	$3,000 $1,000 $1,000 $6,000 $2,000 $5,000 $1,500	California Community Schools Partnership Program Account Code: 2000–2999 Classified Personnel Salaries California Community Schools Partnership Program Account Code: 3000–3999 Employee Benefits LCFF S/C Account Code: 4000–4999 Books and Supplies California Community Schools Partnership Program Account Code: 2000–2999 Classified Personnel Salaries California Community Schools Partnership Program Account Code: 3000–3999 Employee Benefits California Community Schools Partnership Program Account Code: 1000–1999 Certificated Personnel Salaries California Community Schools Partnership

				Program Account Code: 3000–3999 Employee Benefits

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

Parent and family attendance increased through school events such as a Family Math Bingo Night. Strategies/activities implemented: Invitations sent home through multiple means of communication, incentives for attendance (game and raffle prizes), and it was held in the evening at a convenient time for parents.

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

Focused shifted from Literacy to Math.

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.

Since Math Bingo Night was a success, we will continue to focus on Math.

Goal 2.2

Goal #	Description
Goal 2.2	Student Attendance, Engagement and Behavior: Increase student attendance and engagement while decreasing suspension rates and playground Minor and Major ODRs through positive behavior supports, student leadership opportunities, restorative practices, and school-wide engagement activities. Implement a revised PBIS Playbook and updated behavior expectations acronym, including the creation and display of location-specific PBIS posters and behavior matrices to promote consistent school-wide expectations and positive student behavior. By 06/2027, decrease the annual number of playground Minor and Major ODR's by 10% and decrease suspension rate by 2%.

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.

Increase student attendance and reduce chronic absenteeism through student engagement activities, incentives, leadership opportunities, and family outreach.

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
Overall Suspension Rate	2.1% suspended at least one day	1.9% (-10%)
Percentage of ODR's from playground	47% of ODRs are from the Playground	42% or less ODRs will be from the Playground (Decrease by 10%)
Chronic Absenteeism	31% (Yellow)	Decline by 3% (Yellow)
Attendance Rate	2025/2026 - 91.97%	95% (+3.1%)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.2.1	Implement a school-wide Positive Behavior Interventions and Supports (PBIS) program that promotes positive student behavior through clearly defined expectations, behavior expectation matrices, consistent instruction and reinforcement of school-wide expectations, incentives, and a structured recognition and rewards system.	All Students, Low Income, Foster Youth	$8,000 $3,000	LCFF S/C Account Code: 4000–4999 Books and Supplies LCFF S/C Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

With the implementation of Positive Behavior Interventions and Supports (PBIS), we decreased our suspension rate by 2.1% (exceeding the goal of 2%). Based on SWIS data, the number of playground ODRs increased, but so the total for all ODRs. The percentage of ODRs being from the playground went from 57% to 47%.

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

None

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

We will be implementing a new PBIS Playbook and updating the Behavior Expectations Acronym. Create and display location-specific PBIS posters and matrices.

Goal 2.3

Goal #	Description
Goal 2.3	CCSPP Strategy 2: Centering Community-Based Learning Music and Art: Increase student engagement, school connectedness, and overall well-being through the implementation of music and art programs supported by California Proposition 28 funding. These programs will provide equitable access to arts education and opportunities for creativity, self-expression, collaboration, and social-emotional growth for historically underserved student groups, including BIPOC students, socioeconomically disadvantaged students, students with disabilities, foster youth, and homeless students. By 6/2027, the suspension rate will decrease by 10% and chronic absenteeism will decrease from 31% to 28%. Parent engagement/ participation will increase by 10%.

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.

Increase family involvement, stakeholder communication, and parent participation through community partnerships, family engagement events, school climate surveys, and opportunities for parent input in school decision-making and access to school resources.

Increase student attendance and reduce chronic absenteeism through student engagement activities, incentives, leadership opportunities, and family outreach.

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
Suspension Rate	2.1%	1.9% (-10%)
Chronic Absenteeism	31% (Yellow)	Decline by 3%
Parent Sign-in Sheets	186 People	205 People (+10%)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.3.1	Implement music and art programs supported through California Proposition 28 funding by providing staffing, instructional materials and supplies, equipment, and enrichment opportunities that increase student access to high-quality arts education and creative learning experiences.	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, African American	$24,000 $2,000 $426	Prop 28: Arts & Music in Schools 20% Account Code: 4000–4999 Books and Supplies Prop 28: Arts & Music in Schools 20% Account Code: 1000–1999 Certificated Personnel Salaries Prop 28: Arts & Music in Schools 20% Account Code: 3000–3999 Employee Benefits
2.3.2	Utilize music and art programs to increase family engagement and school connectedness through student performances, art shows, showcases, and community events that provide opportunities for families to participate in and celebrate student learning and creativity. Support with event materials and supplies, performance equipment, student showcases, and certificated and classified extra hours needed to coordinate and implement arts-related family engagement activities.	Low Income, Homeless, Students with Disabilities, Foster Youth, English Learners, African American	$20,000	Prop 28: Arts & Music in Schools 20% Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

With the implementation of a site Associated Student Body (ASB), chronic absenteeism declined 4.4%.

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

None

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.

Next year's goal will have a targeted goal of 3% decline.

Goal 3.1

Goal #	Description
Goal 3.1	CCSPP Strategy 5: Strategic Community Partnerships Safe, Supportive and Healthy Environment: Ensure the maintenance of safe, clean, and supportive learning environments through effective facilities management, direct abd indirect support services that promote student health, safety, engagement, and improved attendance. By 06/2027, increase average daily attendance to 95%, and more students will "feel safe at school" based on "Youth Truth Survey."

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.

Increase student attendance and reduce chronic absenteeism through student engagement activities, incentives, leadership opportunities, and family outreach.

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
Attendance Rate	2025/2026 - 91.97%	95% (+3.1%)
Chronic Absenteeism	31% (Yellow)	Decline by 3% (Yellow)
Youth Truth Survey "Do you feel safe at School?"	12/2025 - 2.39	2.63 (+10%)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Provide school-wide attendance incentives and student recognition programs that encourage positive attendance habits, improve student engagement, and promote school connectedness.	All Students	$2,000 $6,000	LCFF S/C Account Code: 4000–4999 Books and Supplies LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures
3.1.2	Implement a system of corrective measures and positive behavior supports that includes restorative practices, school counselor interventions, student incentives, and targeted behavioral supports to promote positive student behavior, improve decision-making skills, and strengthen student engagement and school connectedness.	Students with Disabilities, Low Income, Foster Youth, All Students	$2,000 $600	LCFF S/C Account Code: 1000–1999 Certificated Personnel Salaries LCFF S/C Account Code: 3000–3999 Employee Benefits

3.1.3	Provide health office supplies, safety equipment, direct, and indirect support services that promote student health, wellness, and safety while ensuring safe, supportive, and responsive learning environments for all students. This includes student wellness resources, safety-related equipment, and operational support services that contribute to student well-being, attendance, and overall school safety.	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	$4,000 $5,000 $3,000 $10,000 $2,500	LCFF - Base Account Code: 4000–4999 Books and Supplies LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures LCFF - Base Account Code: 4000–4999 Books and Supplies California Community Schools Partnership Program Account Code: 4000–4999 Books and Supplies LCFF - Base Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

With professional development (PBIS) for para-educators and supervision aides, school counselor interventions and student incentives, we decreased our suspension rate by 2.1% (exceeding the goal of 2%). Based on SWIS data, the number of playground ODRs increased, but so the total for all ODRs. The percentage of ODRs being from the playground went from 57% to 47%.

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

None

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.

No changes

Goal 4.1

Goal #	Description
Goal 4.1	CCSPP Strategy 4: Sustaining Staff and Resources Implement Equity Multiplier supports through MTSS-aligned PBIS, restorative practices and culturally responsive strategies to strengthen school connectedness and reduce suspension rates. Professional development will support consistent implementation of equitable behavior and engagement practices across campus. Decrease Suspension rate to 1.9% (-10%) and increase staff survey ratings by 10%

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.

Expand and strengthen the Learning Center model to provide targeted academic intervention and inclusive support for students in reading and mathematics while strengthening positive school culture and student behavior through PBIS implementation, restorative practices, student engagement opportunities, and ongoing paraeducator training and professional development.

Increase student attendance and reduce chronic absenteeism through student engagement activities, incentives, leadership opportunities, and family outreach.

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
Suspension Rate	2.1%	1.9% (-10%)
Youth Truth Staff Survey: "My school creates a positive work environment."	3.83/5	4.2 (+10%)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Conduct professional development sessions for teachers on restorative practices and conflict resolution to equip them with strategies to manage classroom behavior effectively, aiming to reduce the suspension rate from 2.1% to 1.9% by 06/2027.	Foster Youth, Homeless, African American	$41,250	Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures
4.1.2	Provide mentorship and support opportunities to students during unstructured time, including paraeducators and structured play support staff ("Project Joy") focused on MTSS-aligned proactive behavior management strategies, student engagement, conflict resolution, and positive behavior supports specific to unstructured settings such as the playground and recess environments.	Homeless, Low Income, Foster Youth, African American	$146,000	Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures
4.1.3	Provide professional development and collaborative planning opportunities focused on Universal Design for Learning (UDL) strategies to support inclusive instruction, increase student engagement and participation, improve access to learning and promote positive attendance and academic outcomes for all students.	English Learners, Students with Disabilities, African American	$74,000 $18,000 $4,000	Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures Equity Multiplier Account Code: 1000–1999 Certificated Personnel Salaries Equity Multiplier Account Code: 3000–3999 Employee Benefits

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

Suspension rate decreased by 2.1% with the support of restorative practices and conflict resolution. Mentorship and structured activities provided by Project Joy.

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

None

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.

Unknown at this time

Goal 5.1

Goal #	Description
Goal 5.1	By 2027, Equity Multiplier Schools will improve student achievement and engagement in mathematics through the implementation of a Math Learning Center that provides targeted intervention, small-group instruction, and MTSS-aligned supports led by a Math Intervention Teacher and paraeducator to address learning gaps and increase access to grade-level standards.

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.

Increase student achievement in ELA, Mathematics, Science, and English Language Development through standards-based and NGSS-aligned instruction, PLC collaboration, data-driven decision making, targeted intervention, designated and integrated ELD instruction, and expanded enrichment opportunities including VAPA and STEM to increase student engagement, school connectedness, and attendance.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - Math	-82.2	-67.2 (increase 15 points)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Implement a Math Intervention Room staffed by a Math Intervention Teacher and paraeducator to provide targeted small-group instruction, intervention support, progress monitoring, and MTSS-aligned mathematics interventions for students performing below grade level.	Homeless, Low Income, African American	$100,000 $30,000 $5,000	Equity Multiplier Account Code: 1000–1999 Certificated Personnel Salaries Equity Multiplier Account Code: 2000–2999 Classified Personnel Salaries Equity Multiplier Account Code: 3000–3999 Employee Benefits

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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 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.

Goal 5.2

Goal #	Description
Goal 5.2	CCSPP Strategy 2: Centering Community-Based Learning CCSPP Strategy 5: Strategic Community Partnerships By 2027, Equity Multiplier Schools will increase student engagement, attendance, and college and career readiness through the implementation of Sunnydale's Academy of Marketing and Entrepreneurship vision and the development of a Marketing, Sales, and Services CTE pathway. Students will engage in innovative, real-world learning experiences that promote creativity, leadership, problem-solving, collaboration, and career exploration while strengthening school connectedness and preparing students for future academic 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.

Expand and strengthen the Learning Center model to provide targeted academic intervention and inclusive support for students in reading and mathematics while strengthening positive school culture and student behavior through PBIS implementation, restorative practices, student engagement opportunities, and ongoing paraeducator training and professional development.

Increase student attendance and reduce chronic absenteeism through student engagement activities, incentives, leadership opportunities, and family outreach.

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
Attendance Rate	2025/2026 - 91.97%	95% (+3.1%)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.2.1	Implement the Academy of Marketing and Entrepreneurship vision through a Marketing, Sales, and Services (Entrepreneurship) pathway that provides students with real-world, hands-on learning experiences focused on creativity, leadership, collaboration, and career exploration. Funding may support curriculum, technology, enrichment activities, student leadership opportunities, and professional development to increase student engagement, attendance, and college and career readiness.	All Students, Low Income, Foster Youth, Homeless, English Learners, Students with Disabilities	$10,000	Equity Multiplier Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

PLTW was not implemented this year.

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

N/A

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.

N/A

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 Table

Description	Amount
Total Funds Provided to the School Through the ConApp	$133,379.85
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$735,043.50

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.
Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title 1	$133,379.85
Comprehensive Support and Improvement (CSI)	$0.00
Title I Centralized Services	$0.00

Subtotal of additional federal funds included for this school: $133,379.85

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 S/C	$39,395.06
LCFF - Base	$59,092.59
California Community Schools Partnership Program	$164,957.80
Prop 28: Arts & Music in Schools 20%	$46,426.00
Equity Multiplier	$559,670.59
Unrestricted State Lottery	$0.00

ELO-P	$150,000.00
Donations	$0.00

Subtotal of state or local funds included for this school: $1,019,542.04

Total of federal, state, and/or local funds for this school: $1,152,921.89

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
Brigitte Warmington	ELAC
Shannon Waller	AAAC

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. This SPSA was adopted by the SSC at a public meeting on 05/21/2026.

Attested:

Principal, Jenny Murawski on 05/21/2026

SSC Chairperson, Sarah Zelaya on 05/21/2026