

Sunset Elementary

10621666006068

Principal's Name: Lianna Silva

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Lianna Silva	X				
2. Chairperson – Selene Morales Cano				X	
3. Vice Chairperson – Yadira Rivera Martinez				X	
4. Recorder – Lurdes Ortega		X			
5. PAC Representative – Octaviana Murguia				X	
6. Claudia Castorena Castro					
7. Marcos Osorio				X	
8. Alma Renteria		X			
9. Guadalupe DeLa O		X			
10. Patricia Valdez			X		
11. Susan Jimenez (Teacher Alternate)					
12. Maria Ledesma (Teacher Alternate)					
13. Maria Tafolla (Alternate Other Staff)					
14. Fabiola Zaragoza (Alternate Parent)					
15. Elvia Jimenez (Alternate Parent)					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures**School Name: Sunset Elementary**

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Lianna Silva		3-20-24
SSC Chairperson	Selene Morales Cano		3-20-24

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Sunset - 0435

ON-SITE ALLOCATION

3010	Title I	\$41,040 *
7090	LCFF Supplemental & Concentration	\$131,147
7091	LCFF for English Learners	\$47,520

TOTAL 2024/25 ON-SITE ALLOCATION

\$219,707

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,216
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Remaining Title I funds are at the discretion of the School Site Council	\$39,824
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Total Title I Allocation	\$41,040
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Sunset Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4		17.5 %	14.8 %	2023-2024	20.8 %
SBAC ELA - Average distance from standard	✓	-16 pts	-13.3 pts	2023-2024	2 pts
SBAC ELA - percentage of students met/exceeded standard	✓	55 %	45.5 %	2023-2024	55 %
SBAC Math - Average distance from standard	✓	-27 pts	-15 pts	2023-2024	0 pts
SBAC Math - percentage of students met/exceeded standard	✓	52 %	45.5 %	2023-2024	55 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

SBAC ELA- percentage of students met/exceeded standard

Sunset Elementary implemented a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in grades TK-6 and Common Core Grade Level Standards in Reading, Writing, Listening and Speaking. Students made improvements in proficiency levels going from 40% in 2021-2022 to 45.5% in 2022-2023. Students average distance from the standard in 2021-2022 increased from -26 to -13.3 in 2022-2023.

The actions taken to support program implementation to improve academic performance at challenging levels include:

- Good first instruction utilizing the GVC in tandem with ELD standards, Instructional Practice Guide (IPG), Common Core Companion, and Scope and Sequence
- Paraprofessionals support RTI during instructional time and after school
- Professional Learning Communities (PLCs) participating in the Cycle of Continuous Improvement

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

SBAC ELA3-6 - Meets or Exceeds Standards

Data pulled for SPSA Power BI for 2022-2023 shows overall 45.5% students Meets or Exceeds Standards (189 students total) with an average of -14.06 distance from the standard.

Data pulled shows the following for each student group:

- Students with Disabilities - 66.7% nearly/not met (14 students total)
- African American – 41.2% nearly/not met (7 students total)
- Hispanic – 57.41% nearly/not met (93 students total)
- White – 37.5% nearly/not met (3 students total)
- English Learners – 83.3% nearly/not met (30 students total)
- Social-Economically Disadvantaged – 54.73% (81 students total)

Our English Learners continue to be the student group with significant disproportionality.

ELA: SBAC 2022 SBAC 2023

- PLC Teams develop CFAs to identify and master essential standards.
- PLC Teams analyze Common Formative Assessments (CFAs) and student products for alignment with rigor of standard.
- Monitor student progress using data monitoring sheets.
- Calendar with identified culminating task/products through the TLC cycle student writing progressions displayed in all classrooms.
- PLC Teams analyze CFAs to identify student needs (EL, SPED, at risk, gifted) and additional support through RTI, enrichment, and targeted instruction to meet grade level standards.
- Implementation of effective strategies such as West Ed Keystone pedagogies and incorporating blended learning Ensuring an Aligned Instructional System with the use of SBAC Claims, Targets and standards
- Interim Assessment Blocks (IABs, FIABs, and ICAs), Ed-cite, i-Ready lessons in grades 3-6, and I Station lessons in grade K-2 Professional Learning Communities are in the developing phase of Learning by Doing PLC/PL Continuum
- Professional Learning provided to staff on GATE Strategies, Tech Tools in service of high-quality instruction, PLI, Ed-Cite, and Reading Foundational Skills in Spanish (4 cycles)

Areas of growth include:

- CFA development aligned to appropriate grade-level rigor.
- Consistent use of our Data Analysis protocol and progress monitoring
- Consistent feedback to teachers focused on ELA/ELD Lab School/School wide commitments.
- Consistent school-wide Implementation of the TLC cycle
- Consistent school-wide implementation of MTSS

SBAC Math- percentage of students met/exceeded standard

Sunset Elementary implemented a comprehensive Math program, including intervention strategies to promote mastery of math skills in Grades TK-6 and Common Core Grade Level Standards (Math). Students demonstrated an increase in MATH SBAC going from 35% meeting standards in 2021-2022 to 45.5% in 2022-2023. In addition, the average distance from meeting standards was -37 in 2021-2022 while it declined to -15 in 2022-2023.

The actions taken to support program implementation to improve academic performance at challenging levels include:

- Good first instruction utilizing the GVC in tandem with ELD standards, Instructional Practice Guide (IPG), Common Core Companion, Scope and Sequence, Quarterly Planner, LA Standards Guide to Rigor, manipulatives, and Mathematical Practices
- PLCs use of quality CFAs and planned instruction using an instructional calendar with identified math task/product
- Paraprofessionals support RTI during instructional time and after school
- Professional Learning Communities (PLCs) participate in the Cycle of Continuous Improvement
- Monitor of student progress using data monitoring sheets
- PLC Teams develop CFAs to identify and master essential standards in math.
- PLC Teams analyze CFAs to identify student needs (EL, SWD, at-risk, gifted) and provide additional support through RTI, enrichment and targeted instruction to meet grade level standards.
- Ensure an Aligned Instructional System with the use of SBAC Claims, Targets, and standards,
- Interim Assessment Blocks (IABs, FIABs, ICAs), Ed-cite, I-Ready lessons in grades 3-6.
- Professional Learning Communities are in the developing phase of Learning by Doing PLC/PL

	MET	DFS	MET	DFS
ALL	40%	-26	45.5%	-14
EL	15%	-74	17%	-49

SBAC MATH 3-6 - Meets or Exceeds Standards

Data pulled for SPSA Power BI for 2022-2023 shows overall 45.5% students Meets or Exceeds Standards (189 students total) with an average of -15.25 distance from the standard.

Data pulled shows the following for each subgroup:

- Students with Disabilities - 66.7% nearly/not met (14 students total)
- African American – 47% nearly/not met (8 students total)
- Hispanic – 55.6% nearly/not met (90 students total)
- White – 37.5% nearly/not met (3 students total)
- English Learners – 86.1% nearly/not met (31 students total)
- Social-Economically Disadvantaged – 58.1% (86 students total)

Our English Learners continue to be the student group with significant disproportionality.

MATH:	SBAC 2022		SBAC2023	
	MET	DFM	MET	DFS
ALL	35%	-37	45%	-15
EL	20%	-82	14%	-44

EL Reclassification Rate

(All grade levels) 6.3% (25 Students) Reclassification Rate for 2022-23

Our English Learner population is the group with the greatest disproportionality. According to the CDE, our ELPAC 2022 data shows that our English Learners' Progress (ELPI Level) had a decrease in advancing at least one ELPI level. In 2022, 66.1% of students progressed at least one ELPI level in comparison to 2023 with 46.2% of students progressing at least one ELPI level.

Key Factors that contributed to this disproportionality are:

Although attendance has improved, in comparison to last year, it continues to be an ongoing concern that needs to be addressed in our student groups of English Learners and Students with disabilities that contribute the most to chronic absenteeism:

22/23: 22% chronic absenteeism

23/24: 19% chronic absenteeism

- Analysis of SBAC and iReady Diagnostic 1 to identify focus grade level standards for reteaching and progress monitoring.
- Data analysis of iReadyD2 and D3 for targeted reteaching and identification of student needs.
- Need for a clearer understanding of the ELA/ELD framework and standards in the Dual Immersion setting to achieve greater levels of student mastery in ELD.
- A need to increase the capacity of our teaching staff to build a better understanding of ELPAC.

Continuum

- Professional learning provided to staff: Math planning for rigor; building students’ math fluency and number sense; Reflex Math (Reflex Math challenge), NextGen Math
- Professional Learning provided to staff on GATE strategies, Tech Tools in service of high-quality instruction, PLI, and EdCite, NextGen

Areas of growth include:

CFA development aligned to the rigor of grade level standards.

Consistent use of Data Analysis protocol and progress monitoring

Consistent feedback to teachers focused on Math school wide commitments.

ELPAC- Percentage of students who scored 4

Sunset Elementary implemented a comprehensive and balanced literacy support and intervention program to promote proficiency in literacy skills in Grades TK-6 and Common Core Grade Level Standards in Reading, Writing, Listening and Speaking.

The actions taken to support program implementation to improve academic performance at challenging levels include:

- Calendar with identified culminating task/products through the TLC cycle student writing progressions displayed in all classrooms.
- Good first instruction utilizing the Guaranteed and Viable Curriculum (GVC) in tandem with English Language Development (ELD) standards, Instructional Practice Guide (IPG), and Common Core Companion (CCC)
- Professional Learning Communities (PLCs) participate in the Cycle of Continuous Improvement (CCI)
- Paraprofessionals support Response to Intervention (RTI) during instructional time and after school
- PLC Teams develop CFAs to identify mastery of essential standards in Language Arts
- Support through RTI, enrichment and targeted instruction to meet grade level standards.
- Monitor student progress using data monitoring sheets.
- Implementation of effective strategies such as West Ed Keystone pedagogies and incorporating blended learning
- Ensuring an Aligned Instructional System with the use of SBAC Claims, Targets and standards, Interim Assessment Blocks (IABs, FIABs, and ICAs), Ed-cite, I Ready lessons in grades 3-6, and I Station lessons in grade K-2
- After school tutoring support for English Language Learners and at-risk students in all grade levels K-6th.
- Professional Learning Communities are in the developing phase of Learning by Doing PLC/PL continuum.
- Professional Learning provided to staff on GATE strategies, Tech Tools in service of high-quality instruction, PLI, Ed-Cite, and Reading Foundational Skills in Spanish (4 cycles) Mini-Corp Student to provide additional support with Long Term English Learners (LTEs)

Areas of growth include:

CFA development aligned to appropriate grade-level rigor.

Consistent use of our Data Analysis protocol and progress monitoring.

- Analysis of ELPAC and iReady Diagnostics to identify targeted areas for support and progress monitoring.
- Consistent school wide use of language frames to support language development and writing.

Consistent feedback to teachers focused on ELA/ELD Lab School/School wide commitments.
Consistent school wide use of language frames to support language development and writing.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There were no major differences between the intended and actual implementation of actions and budget expenditures to meet this goal. The only changes made were the relocation of funds from unused salary lines to provide funds to cover supplemental contracts for tutoring.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

For the 24-25 school year, we are planning to implement the following changes to ensure increased academic progress in Languages Arts and Math for all students, and to address the disproportionality in the English Learners group:

- Continue to align instructional minutes to ensure the required Tier I - 120 minutes of Core Language Arts and 90 minutes of Core Mathematics
- Using quarterly reports to progress monitor effectiveness of teaching practices and literacy plan goals in FSA, DRDP, and ASR.
- Implementation of Literacy Walks and coaching cycles
- Full implementation of TLC and Key Stone Pedagogies
- Continue utilizing paraprofessional position to focus exclusively on supporting English Learners
- District funded Academic Instructional Coach to support and provide Professional Learning, coaching cycles, PLC and data analysis within grade levels as determined by district and site identified areas of need.
- Continue implementation of Math Lesson Design adoption and math fluency for grades K-6th.
- Continue to provide supplemental contracts to classified employees to provide tutoring services.
- Continue monitoring and implementing the following changes to decrease chronic absenteeism: Improve attendance by providing quarterly student incentives (recognition, class rewards, incentives), increase communication with families by sending daily reminders, phone calls, emails, etc. Maximizing Parent Square to communicate with parents and staff regarding attendance improvement measures.
- Continue quarterly sub release days for PLC planning days.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Review of the budget, attendance, assessment data and the allocation of funds to best support all students was provided.
Feedback and input included continuing with instructional strategies

2 ELAC:

Review of the budget, attendance, assessment data and the allocation of funds to best support all students was provided.
Feedback and input included continuing with instructional strategies

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Review of the budget, attendance, assessment data and the allocation of funds to best support all students was provided.
Feedback and input included continuing with instructional strategies

and structures to provide quality instruction and also utilizing surveys and input on current actions to make any modifications necessary to make improvements.

Some Suggestions for 24-25 include:

- Continued PLC planning days for Quarterly planning
- Additional planning time for teachers as needed.
- Extra pay contracts for after school tutoring for teachers and classified employees
- Award Assemblies - Academic/Athletic Recognition
- Monthly/Quarterly/Ongoing Attendance Recognition and incentives

and structures to provide quality instruction and also utilizing surveys and input on current actions to make any modifications necessary to make improvements.

Some Suggestions for 24-25 include:

- Continue Full time home school liaison to support with parent engagement, community engagement, and family participation (currently district funded)
- Alternating or providing some evening parent workshops for those parents that can't attend the morning ones.
- Continue EL awards recognition and ceremony.
- ELPAC Assessors
- Tutors for intervention
- Continue to offer babysitting for parent classes and coffee hours.

and structures to provide quality instruction and also utilizing surveys and input on current actions to make any modifications necessary to make improvements.

Some Suggestions for 24-25 include:

- Supplemental Contracts for tutoring
- Professional Learning for Literacy Walks, Orton Gillingham
- Graphics
- Snacks for testing
- Student Awards/Incentives
- Professional Learning Conferences
- Grade Level Planning Days for Quarters 2,3,4
- Sub release for teacher observations, SSTs, IEPs, and Data Chats
- ELPAC Assessors
- Site Licenses: RAZ Kids
- Subscriptions-Scholastics

Action 1

Title: Academic Performance in Language Arts

Action Details:

Sunset Elementary will provide high-quality instruction for all students to promote proficiency in grade level state standards in reading, writing, listening, and speaking in English and Spanish through implementation and continuous use of a Multi-tiered System of Supports (MTSS), our Guaranteed and Viable Curriculum (GVC), Response to Intervention (RTI), The Cycle of Continuous Improvement (CCI), the Instructional Practice Guide (IPG), the Teaching and Learning (TLC) Cycle, and a consistent systematic monitoring of students' progress with progress monitoring tool.

- *Extra salaries for instructional aides/classified to support intervention and extra support for students.*
- *Graphics to support instruction through anchor charts, reusable graphic organizers, and other related items.*
- *Preschool through 1st grade will participate in Regional Literacy plan to support and improve instructional practices for foundational learning and through Literacy Walks with Nancy Akhavan to develop an alignment with teaching reading foundational skills. Academic Coach will support with coaching cycles, side by side teaching and PLC support with planning and backward mapping.*
- *For struggling learners (Tier 2 - identified through iReady, BPST, BAS, CFAs, IAB's, FIAB's, FSA, and teacher judgement) will be addressed through a combination of in-class targeted support in grades K-2, and targeted intervention during school wide RTI with teacher and the support of paraprofessionals and our resource specialist teacher in grades K-6, based on common assessments, iReady diagnostic assessments and learning profiles.*
- *Tier 3: Students not demonstrating growth in 2 sessions of intervention will be brought to the team through the SST process to determine if formal assessment is needed.*

Goal: By June 2025, the percentage of students meeting proficiency on SBAC will increase from 45% to 55% for a total growth of 10%. In addition, we will decrease the distance from meeting standards from -14 to 2.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Power BI tools for progress monitoring: absenteeism, ELs & reclassification, iReady, student behavior - suspensions/expulsions, school performance, and student assessment (SBAC)
- Utilizing District Quarterly Reports to set goals and progress monitor student outcomes in DRDP, FSA, ASR, iReady.
- Admin data chats with teachers and PLC's TK-6 to monitor standards of strength and challenge, to set goals, and to identify intervention level (reteach, PLC plan to reteach, intervention, after-school tutoring)
- Beginning of year analysis of SBAC(3rd-6th) and iReadyD1 for grades Kinder-6th to identify student needs and instructional planning. 1st-2nd to use iReadyD1, grade level CFAs for analysis of student needs and instructional planning.
- SBAC
- IAB and FIABs Assessments
- Edcite
- Grade level Common Formative Assessments
- Foundational Skills Assessment for Kindergarten (ASR)
- Grade level/classroom/student goal-setting
- Data monitoring tool
- Classroom walkthroughs, observations, feedback, and reflective conversations
- Wonders/Maravillas assessments

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Response to Intervention in the classroom with the support of our paraprofessionals, tutors, and Resource Specialist
- Tiered Levels of Support through Response to Intervention
 - Tier 1 – provide a minimum of 120 instructional minutes of Language Arts daily to ensure students access essential academic concepts.
 - Tier 2 and Tier 3 - schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for students needing skill and supports.
- Language Arts Guaranteed and Viable Curriculum resources and materials.
- Bilingual Instructional Aides
- Materials and supplies to promote parent engagement, including, but not limited to books, spirit wear, food, technology, and other materials needed to increase parent participation.
- Online resources such as software and licenses including, but not limited to Raz-Kids, Scholastics, and other digital means.
- Supplemental contracts for management, certificated, and classified staff for planning, professional learning, tutoring, supervision of students, and to promote parent and student engagement.
- Substitutes for monthly Student Success Team and Individual Education Plan (IEP) meetings, professional learning, planning, peer observations, assessments, and data chats
- Supplemental contracts for classified employees to support with instructional materials.
- Materials and supplies that support instruction including, but not limited to, classroom supplies, graphics, technology, lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support program needs (Tier 1, 2, and 3)
- Purchase orders to promote student and parent engagement, community events, and activities.
- Incentives and awards for students' academic progress and achievements, including but not limited to fieldtrips, dances, assemblies, food, and party supplies.
- Technology to support delivery of instruction such as, document cameras, poster maker, tablets, headphones, and other accessories/supplies, as needed.
- Direct maintenance and repairs of technology and other
- Funds allocated for food services to support student and parent engagement.
- Funds to cover cost of professional learning, including, but not limited to materials, technology, speakers, travel, substitute teachers, supplemental contracts, food, etc.
- School-wide implementation of a coherent writing program (TK-6th grade)

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in

Owner(s):

- PLC
- Principal
- Vice Principal
- Teachers
- Academic Coach

Timeline:

- CAASPP (yearly) ELPAC (yearly)
- Quarterly Reports in Reading Foundational Skills (PK-1st)
- Literacy Walks w/Nancy Akhavan (Quarterly PK-2)
- Quarterly IAB assessments (Gr. 3-6)
- iReady(3x/year)
- Common Formative Assessments (minimum of 1-2 CFAs per Quarter)
- FSA– Kinder (3X per year)
- DRDP- Preschool (2X per year)
- Maravillas/Wonders weekly, quarterly, and End-of-Unit assessments
- iStation (K-2nd) - monthly
- BAS K-2nd - 2X a year (Q2 & Q4)

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs

red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1–4.

1. Identify English learner students in Red and all the areas that they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learner subgroup because they continue to be a focused student group at our school site.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learners and all students by providing additional support with language utilizing bilingual instructional aids and targeted small group instruction based on student need. We will continue student data chats, celebrating and communicating ELPI progress with students and parents, parent meetings (coffee hours, ELAC), and professional learning for teachers and paraprofessionals.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by: providing support through our paraprofessionals, site licenses to promote literacy and mathematics, incentives for end of quarter celebrations, student achievement, and excellent attendance.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Effective teacher planning structures for implementation of EL instruction and EL program consideration, including DLI program articulation.
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Designated and Integrated ELD embedded throughout each lesson.
- Use of academic discourse
- Visual supports
- Support from paraprofessionals and tutors.
- Full implementation of the Teaching and Learning Cycle
- Explicit instruction with language analysis
- Supplemental contracts for ELPAC assessors
- Home School Liaison to support and communicate with parents.
- Professional Learning on EL development and understanding of English language domains.
- Provide appropriate interventions based on student needs (ELs, LTELs, at-risk of becoming LTELs and newcomers) and data trends.
- Data chats to communicate expectations and commitments of teachers and students to increase linguistic and academic achievement.
- Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
- Disaggregate EL student data to monitor progress and create action plan for literacy in Spanish (Grades TK-2) and progress along the ELD Proficiency Level Continuum towards reclassification (Grades 3-6).
- Mini Corp Tutors for LTELs
- Reclassification celebration

Action 2

Title: Academic Performance in Mathematics

Assessment and the SPSA Power BI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learners and SWD subgroup because they continue to be our focused student groups at our school site.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With no subgroups identified on the California Dashboard, Title 1 funds will continue to be utilized to support good first teaching and intervention support as identified through ongoing monitoring of individual student needs through iReady data, assessments and teacher identification.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our English Learners and SWD by providing support through our paraprofessionals, site licenses to promote literacy and mathematics, incentives for end of quarter celebrations, student achievement, and excellent attendance.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

As there were no identified subgroups in Red on the California Dashboard, Sunset has identified our English Learners and Students with Disabilities as our low-performing student groups. Targeted supports for EL students and Student with Disabilities will include:

- After school tutoring for English Language Learners
- Incentives targeted to motivate ELs and SWD students to engage in learning.
- Targeted RTI for Tier 2 and Tier 3 students through MTSS
- Additional Support/Recommendations through Student Success Team
- Progress monitoring using data monitoring sheets, highlighting the needs of SWD and ELs
- Provide appropriate interventions based on student needs (ELs, LTELs, at-risk of becoming LTELs and newcomers) and data trends.
- Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
- Closely Monitor ELs and SWD progress using data monitoring sheets and Data Chats

Action Details:

Sunset Elementary will provide high-quality instruction for all students to promote fluency and proficiency in grade level state standards in Mathematics through implementation of Math Lesson Design, Reflex Math, Beyond the Basic Facts, and a continuous use of a Multi-tiered System of Supports (MTSS), our Guaranteed and Viable Curriculum (GVC), Response to Intervention (RTI), The Cycle of Continuous Improvement (CCI), the Instructional Practice Guide (IPG), and consistent systematic monitoring of students' progress with data monitoring sheets.

- PLC teams will work collaboratively to create a series of common assignments that address specific standards students must achieve to be deemed proficient. Each team will use these formative assessments to provide a system of intervention through RTI and enrichment of instruction.
- Continue school wide use of the Mathematical Practices and focused reteaching.
- With support of the academic coach, continued professional learning and implementation of MLD in grades K-6.
- SBAC-aligned assessments that support and inform standards-based instruction through use of online tools, formative assessments, and Common Assignments.
- Extra salaries for instructional aides/classified to support intervention and extra support for students.
- Graphics to support instruction through anchor charts, reusable graphic organizers, and other related items.
- Continued development and use of anchor charts to support instruction and student understanding of concept.
- Academic Instructional Coach to work alongside PLCs with implementation of MLD strategies, PLC planning lesson design and provide side by side teaching opportunities.
- Tier 3: Students not demonstrating growth in 2 sessions of intervention will be brought to the team through the SST process to determine if formal assessment is needed.

Goal: By June 2024, the percentage of students meeting proficiency in Mathematics will increase from 45% to 55% for a total growth of 10%. In addition, we will decrease the distance from meeting standards from -15 to 0.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Power BI tools for progress monitoring: absenteeism, ELs & reclassification, iReady, student behavior - Suspensions/Expulsions, School Performance, and student assessment (SBAC)
- SBAC
- Utilizing District Quarterly Reports to set goals and progress monitor student outcomes in DRDP, FSA, ASR, iReady.
- IAB and FIABs assessments
- Edcite
- Reflex Math
- iReady
- Grade level Common Formative Assessments
- Foundational Skills Assessment for Kindergarten
- Data chats
- Classroom/Student goal setting
- Data Monitoring Sheets
- Classroom walkthroughs, observations, feedback, reflective conversations
- Go Math assessments

Owner(s):

- PLC
- Principal
- Vice Principal
- Teachers
- Academic Coach

Timeline:

- CAASPP (yearly)
- Quarterly IAB assessments (Gr. 3-6)
- iReady(3x/year)
- Common Formative Assessments (minimum of 1-2 CFAs per Quarter)
- Kinder Triannual assessment data
- Go Math assessments

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Response to intervention in the classroom with the support of our paraprofessionals, tutors, and Resource Specialist.
- Tiered levels of support through Response to Intervention
 - Tier 1 – provide a minimum of 90 instructional minutes daily of Math instruction to ensure students access essential concepts
 - Tier 2 and Tier 3 - schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic

behaviors, coordinate interventions for students needing skill and supports

- Mathematics Guaranteed and Viable Curriculum resources and materials
- Bilingual Instructional Aides
- Materials and supplies to promote parent engagement, including, but not limited to books, spirit wear, food, technology, and other materials needed to increase parent participation
- Online resources such as software and licenses including, but not limited to Raz-Kids, Scholastics, NextGen Math, and other digital means
- Supplemental contracts for management, certificated, and classified staff for planning, professional learning, tutoring, supervision of students, and to promote parent and student engagement
- Substitutes for monthly Student Success Team and Individual Education Plan (IEP) Meetings, professional learning, planning, peer observations, assessments, and data chats
- Supplemental contracts for classified employees to support with instructional materials
- Materials and supplies that support instruction including, but not limited to, classroom supplies, graphics, technology, lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support program needs (Tiers 1, 2, and 3)
- Purchase orders to promote student and parent engagement, community events, and activities
- Incentives and awards for students' academic progress and achievements, including but not limited to fieldtrips, dances, assemblies, food, and party supplies
- Technology to support delivery of instruction such as, document cameras, poster maker, tablets, headphones, and other accessories/supplies as needed.
- Direct maintenance and repairs of technology and other.
- Tutors to support RTI (push in) and after school tutoring via supplemental contracts for classified and certificated staff
- Funds allocated for food services to support student and parent engagement
- Funds to cover cost of professional learning, conferences including, but not limited to materials, technology, speakers, travel, substitute teachers, supplemental contracts, food, etc.
- School-wide implementation of a coherent writing program (TK-6th grade)
- Implementation of Math Lesson Design K-6
- Implementation of Beyond the Basic Facts and Reflex Math

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learner subgroup because they continue to be a focused student group at our school site.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learners and all students by providing additional support with language utilizing bilingual instructional aids and targeted small group instruction based on student need. Targeted small group instruction support will be given in writing, sentence structure, and foundational skills to build vocabulary in support of student understanding for procedural and conceptual application to mathematical word problems.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing support through our paraprofessionals, site licenses to promote literacy and mathematics, incentives for end of quarter celebrations, student achievement, and excellent attendance.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Effective teacher planning structures for implementation of EL instruction and EL program consideration, including DLI program articulation.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learners and SWD subgroup because they continue to be our focused student groups at our school site.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With no subgroups identified on the California Dashboard, Title 1 funds will continue to be utilized to support good first teaching and intervention support as identified through ongoing monitoring of individual student needs through iReady data, assessments and teacher identification.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our English Learners and SWD by providing support through our paraprofessionals, site licenses to promote literacy and mathematics, incentives for end of quarter celebrations, student achievement, and excellent attendance.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

As there were no identified subgroups in Red on the California Dashboard, Sunset has identified our English Learners and Students with Disabilities as our low-performing student groups. Targeted supports for EL students and Student with Disabilities will include:

- After school tutoring for English Language Learners

- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
 - Designated and Integrated ELD embedded throughout each lesson.
 - Use of academic discourse
 - Visual supports
 - Support from paraprofessionals and tutors.
 - Explicit Instruction with language analysis
 - Supplemental contracts for tutoring
 - Home School Liaison to support and communicate with parents.
 - Professional Learning on EL development and understanding of English language domains.
 - Provide appropriate interventions based on student needs (ELs, LTELs, at-risk of becoming LTELs and newcomers) and data trends.
 - Data chats to communicate expectations and commitments of teachers and students to increase academic achievement in Math.
 - Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
 - Disaggregate EL student data to monitor progress and create action plan to increase proficiency in Math.
- Incentives targeted to motivate ELs and SWD students to engage in learning.
 - Targeted RTI for Tier 2 and Tier 3 students through MTSS
 - Additional Support/Recommendations through Student Success Team
 - Progress monitoring using data monitoring sheets, highlighting the needs of SWD and ELs
 - Provide appropriate interventions based on student needs (ELs, LTELs, at-risk of becoming LTELs and newcomers) and data trends.
 - Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
 - Closely Monitor ELs and SWD progress using data monitoring sheets and Data Chats

Action 3

Title: Progress Towards English Language Proficiency (ELPI)

Action Details:

Sunset will continue to provide daily Designated English Language Development along with Integrated ELD instruction utilizing the California English Language Development Frameworks in tandem with the state adopted language arts and content area standards to support the English Language Development of our English Language Learners to advance at least one proficiency levels towards the goal of reclassification.

During AELD (Academic English Language Development) teachers will plan designated lesson time for listening, speaking, reading and writing opportunities to ensure students are developing literacy skills and an awareness of how English works. With the support of the academic coach, vice principal and bilingual instructional aid, all English Language Learner students will attend quarterly redesignation counseling where they will goal set. Additionally, Sunset will provide a bilingual instructional aid to support identified English Learners in after school and before school for tutoring. The bilingual instructional aid will support students in accelerating their academic language and developing a greater understanding of the English language with a focus on our LTELs.

Goal:

By June 2024, the number of students who progress at least one ELPI level will increase by 10% from 46% to 56% as measured by ELPAC when compared to the last ELPAC administration (22-23).

By June 2024, the percentage of students who score a 4 on ELPAC will increase by 5% from 15% to 20% as measured by ELPAC.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Power BI tools for progress monitoring local and state assessments.
- RFEQ Quarterly Monitoring
- SBAC
- Utilizing District Quarterly Reports to set goals and progress monitor student outcomes in DRDP, FSA, ASR, iReady.
- ELPAC Progress Report
- IAB and FIABs assessments
- iReady
- English Learner Redesignation Goal Setting Report
- BAS/**SEL** (Sistema de evaluación de lectura) BPST
- Fluency
- Maravillas/Wonders assessments
- Grade level Common Formative Assessments
- Foundational Skills Assessment for Kinder
- Data Chats with teachers: Teachers will identify their English Learners' needs using ELPAC, i-Ready, SBAC and any other data deemed pertinent by the teacher.
- Grade level/classroom/student goal setting.
- Classroom walkthroughs, observations, feedback, and reflective conversations
- Writing samples/performance tasks

Owner(s):

- PLC
- Principal
- Vice Principal
- Teachers
- Academic Coach
- Bilingual Instructional Paraprofessional

Timeline:

- CAASPP (yearly)
- ELPAC (yearly)
- BAS, BPST, fluency (2 per year, minimum)
- Quarterly IAB assessments (Gr. 3-6)
- iReady(3x/year)
- Common Formative Assessments (minimum of 1-2 CFAs per Quarter)
- Kinder Triannual Assessment Data
- Maravillas/Wonders assessments

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Response to Intervention in the classroom with the support of our paraprofessionals, tutors, and Resource Specialist
- Tiered levels of support through Response to Intervention:
 - Tier 1 – provide a minimum of 120 instructional minutes of Language Arts daily to ensure students access essential academic concepts.
 - Tier 2 and Tier 3 - schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for students needing skills and supports.
- Language Arts Guaranteed and Viable Curriculum resources and materials.
- Bilingual Instructional Aides
- Materials and supplies to promote parent engagement, including, but not limited to books, spirit wear, food, technology, and other materials needed to increase parent participation.
- Online resources such as software and licenses including, but not limited to Raz-Kids, Scholastics, NextGen Math, and other digital means.
- Supplemental contracts for management, certificated, and classified staff for planning, professional learning, tutoring, supervision of students, and to promote parent and student engagement.
- Substitutes for monthly Student Success Team and Individual Education Plan (IEP) meetings, professional learning, planning, peer observations, assessments, and data chats
- Supplemental contracts for classified employees to support with instructional materials.
- Materials and supplies that support instruction including, but not limited to, classroom supplies, graphics, technology, lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support program needs (Tiers 1, 2, and 3)
- Purchase orders to promote student and parent engagement, community events, and activities.
- Incentives and awards for students' academic progress and achievements, including but not limited to fieldtrips, dances, assemblies, food, and party supplies.
- Technology to support delivery of instruction such as, document cameras, poster maker, tablets, headphones, and other accessories/supplies as needed.
- Direct maintenance and repairs of technology and other
- Funds allocated for food services to support student and parent engagement.
- Funds to cover cost of professional learning, conferences, including, but not limited to materials, technology, speakers, travel, substitute teachers, supplemental contracts, food, etc.
- School-wide implementation of a coherent writing program (TK-6th grade)

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learner subgroup because they continue to be a focused student group at our school site. According to the CDE, our ELPAC 2022 data shows that our English Learners' Progress (ELPI Level) had a decrease in advancing at least one ELPI level. In 2022, 66.1% of students progressed at least one ELPI level in comparison to 2023 with 46.2% of students progressing at least one ELPI level.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learners by providing additional support with language utilizing bilingual instructional aids and targeted small group instruction based on student need. We will continue student data chats, celebrating and communicating ELPI progress with students and parents, parent meetings (coffee hours, ELAC), and professional learning for teachers and paraprofessionals.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing support through our paraprofessionals, site licenses to promote literacy and mathematics, incentives for end of quarter celebrations, student achievement, and excellent attendance.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Effective teacher planning structures for implementation of EL instruction and EL program considerations, including DLI program articulation.
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Designated and Integrated ELD embedded throughout each lesson.
- Use of academic discourse
- Visual supports
- Support from paraprofessionals and tutors.
- Full implementation of the Teaching and Learning Cycle
- Explicit instruction with language analysis
- ELPAC assessors from EL Services
- Supplemental contracts for ELPAC assessors
- Home School Liaison to support and communicate with parents
- Professional Learning on EL development and understanding of English language domains.
- Provide appropriate interventions based on student needs (ELs, LTELs, at-risk of becoming LTELs and newcomers) and data trends.
- Data chats to communicate expectations and commitments of teachers and students to increase linguistic and academic achievement.
- Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
- Disaggregate EL student data to monitor progress and create action plan for literacy in Spanish (Grades TK-2) and progress along the ELD Proficiency Level Continuum toward reclassification (Grades 3-6)
- Tutor for LTELs

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learners and SWD subgroup because they continue to be our focused student groups at our school site.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With no subgroups identified on the California Dashboard, Title 1 funds will continue to be utilized to support good first teaching and intervention support as identified through ongoing monitoring of individual student needs through iReady data, assessments and teacher identification.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our English Learners and SWD by providing support through our paraprofessionals, site licenses to promote literacy and mathematics, incentives for end of quarter celebrations, student achievement, and excellent attendance.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

As there were no identified subgroups in Red on the California Dashboard, Sunset has identified our English Learners and Students with Disabilities as our low-performing student groups. Targeted supports for EL students and Student with Disabilities will include:

- After school tutoring for English Language Learners
- Incentives targeted to motivate ELs and SWD students to engage in learning.
- Targeted RTI for Tier 2 and Tier 3 students through MTSS
- Additional support/recommendations through Student Success Team
- Progress monitoring using data monitoring sheets, highlighting the needs of SWD and ELs
- Provide appropriate interventions based on student needs (ELs, LTELs, at-risk of becoming LTELs and newcomers) and data trends
- Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
- Closely monitor ELs and SWD progress using data monitoring sheets and data chats

- Reclassification celebration

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			37 (subs for 8 ssts, 2 chats, 18 BAS, planning days 3 x18). **No IEPs**	10,737.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Position has been filled by Dulce Jimenez ID 1083154. Start Date will be 4/2/24	14,690.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			48 (subs for 8 ssts, 2 chats, 18 BAS, planning days 3 x18)	13,931.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Instructional Aide Supplementals for tutoring (2209 hrs.) 95 days	46,401.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics/awards/other academic and social emotional supports	2,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom	15,632.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom	14,816.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom	13,166.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Headphones or other necessary technology	850.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supp C. for teachers (tutoring, PL, Planning 35)	1,749.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Hardware/Software/Technology	3,000.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Sup. C for ELPAC Assessment (120 hrs)	7,362.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support for English Learners	14,628.00

\$158,962.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	89 %	82.8 %	2023-2024	87.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Teachers and staff have been proactive in communicating with parents the value of attending the study trips that provide students exposure to real-world learning experiences and careers.
- Frontloading teachers and students with information and timelines in a timely manner
- Scheduling study trips early and reserving transportation early to secure buses.
- Fundraising as a school and as grade-levels (Harvest Carnival, See's, Chipotle, America's Best Chocolate, Lucky Charm Run)
- Focus Five Art Residency "Acting Out- Sneak Previews" in the language arts classroom in Spanish for grades 2nd, 3rd, and 4th.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student-Centered, Real-World Learning Experiences, Site-Defined

- A need to recruit club advisors to lead clubs on campus centered around real-world learning experiences.
- Increase participation in experiences for the primary grades (PK-3).

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

This school year we have continued to implement in-person fieldtrips. We have also incorporated fundraising for additional fieldtrips and student-centered activities such as Cal-Skate Science Lesson (5th grade), Fresno Art Museum, Time Traveler Fair at Kearny Park, Bricks 4 Kids, Leadership Club, Career Day, Winter Performances in Music, Choir, Band, Reading Heart Tour, Echo Hero Assembly promoting recycling and reusing, Mighty Me lessons in PK-2 promoting healthy habits, Read Across America, Arte Americas, etc.

This year we added Family Engagement Night to promote the importance of literacy and the workplace.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

There were not any major differences between intended and actual implementation of the 2023-24 SPSA Goal 2 actions and expenditures. For 2024-25, we will continue to implement real-world learning experiences and exposure to careers in grades PK- 6th that promote diversity and bilingualism in the work environment. We will continue to implement activities, programs, clubs and incentives to increase student engagement. Staff members have continued to develop new ideas for student engagement opportunities to enhance existing events/activities and provide insights for new opportunities for students. We will continue to develop and increase incentives and recognition to promote student attendance.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><p>Review of the budget, attendance, assessment data and the allocation of funds to best support all students was provided. Feedback and input included continuing with instructional strategies and structures to provide quality instruction and also utilizing surveys and input on current actions to make any modifications necessary to make improvements.</p><p>Some Suggestions for 24-25 include:</p><ul style="list-style-type: none">Continued PLC planning days for Quarterly planningAdditional planning time for teachers as needed.Extra pay contracts for after school tutoringLeadership club, Green Club, etc.Increase experiences for primary grades (TK-3)Increase Multicultural Learning and engagement opportunities.</div>	<div><div>2</div><div>ELAC:</div></div> <div><p>Review of the budget, attendance, assessment data and the allocation of funds to best support all students was provided. Feedback and input included continuing with instructional strategies and structures to provide quality instruction and also utilizing surveys and input on current actions to make any modifications necessary to make improvements.</p><p>Some Suggestions for 24-25 include:</p><ul style="list-style-type: none">Continue Full time home school liaison to support with parent engagement, community engagement, and family participation (currently district funded)Alternating or providing some evening parent workshops for those parents that can't attend the morning ones.Continue EL awards recognition and ceremony.ELPAC AssessorsTutors for interventionContinue to offer babysitting for parent classes and coffee hours.Increase experiences for primary grades (TK-3)</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>Review of the budget, attendance, assessment data and the allocation of funds to best support all students was provided. Feedback and input included continuing with instructional strategies and structures to provide quality instruction and also utilizing surveys and input on current actions to make any modifications necessary to make improvements.</p><p>Some Suggestions for 24-25 include:</p><ul style="list-style-type: none">Supplemental Contracts for tutoringProfessional Learning for Literacy Walks, Orton GillinghamGraphicsSnacks for testingStudent Awards/IncentivesProfessional Learning ConferencesGrade Level Planning Days for Quarters 2,3,4Sub release for teacher observations, SSTs, IEPs, and Data ChatsELPAC AssessorsSite Licenses: RAZ KidsSubscriptions-ScholasticsContinue School Events: Carnival, Career Day, Kindness Week, Bullying Prevention Month.</div>
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Action 1

Title: Cultural Awareness and Competencies for Workplace Success

Action Details:

Sunset Elementary will promote cultural awareness, character, and workplace competencies for students with the expectation of being college and career ready. Students will be exposed to a variety of cultures and career opportunities through study trips, career speakers, career fairs, monthly library cultural book read, community events, research presentations (upper grades), and Focus 5 Art Residencies.

Sunset will continue to develop students understanding and demonstrate student ownership of the 6 pillars of character through yearly, monthly and daily school wide announcements and activities. Through our Climate and Culture

team, Sunset will also continue to develop goals around cultural awareness. By partnering with the After School Program, more students will have a greater opportunity for exposure to real-world experiences through offering clubs and other engagement activities immediately following the end of the school day.

Goal: By Fall of 2024, the percent favorable in student-centered/real world experiences will increase by 5% from 83% to 88% as measured by the 2024 Fall-Climate and Culture Student survey.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Office Referrals reviewed for trends of student behaviors.
- Quarterly monitoring of engagement for positive social emotional development
- Monitor attendance through ATLAS engagements.
- Power BI
- Panorama student surveys
- Teachers will implement student writing and reflections about their experiences in connection to our GVC.
- Parent surveys

Owner(s):

- Culture and Climate Team
- Teachers
- Home School Liaison
- ILT

Timeline:

- Monthly/Weekly (Admin)
- Monthly (C/C team)
- Quarterly
- Weekly
- Monthly
- Bi-annual (SEL surveys)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Transportation to various events or activities
- Materials and supplies to include, but are not limited to notebooks, paper, pencils, crayons, markers, pens, incentives, graphics, technology, digital licenses, subscriptions, books, and other
- Purchase orders for materials, supplies, and services to support student and parent engagement.
- Direct Food Services
- Home School Liaison to support and communicate with parents
- Supplemental contracts for certificated and classified staff to support with community events
- Funds to provide incentives for students to participate in school activities
- HSL to help organize community events that promote real-world learning experiences for students and families
- Guest speakers from diverse backgrounds including bilingual speakers
- Assemblies and keynote speakers focused on cultural awareness and career and technical education

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learner subgroup because they continue to be a focused student group at our school site.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learners and all students by providing additional support with language utilizing bilingual instructional aids and targeted small group instruction based on student need. We will continue student data chats, celebrating and communicating ELPI progress with students and parents, parent

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learners and SWD subgroup because they continue to be our focused student groups at our school site.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With no subgroups identified on the California Dashboard, Title 1 funds will continue to be utilized to support good first teaching and intervention support as identified through ongoing monitoring of individual student needs through iReady data, assessments and teacher identification.

meetings (coffee hours, ELAC), and professional learning for teachers and paraprofessionals.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing support through our paraprofessionals, site licenses to promote literacy and mathematics, incentives for end of quarter celebrations, student achievement, and excellent attendance.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- *Home School Liaison to support and communicate with parents*
- *All parent and student communications will be translated into primary language, including but not limited to Parent Square, flyers, and emails.*
- *SST process-identification of interventions to provide services for ELs.*
- *Extra support to prepare students for ELPAC (tutoring, new paraprofessional position to focus exclusively with ELs)*
- *Bilingual Resources for Parents*
- *Awards and incentives will be used to recognize student achievement along the ELD Proficiency Level Continuum including a recognition breakfast for those students being redesignated.*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our English Learners and SWD by providing support through our paraprofessionals, site licenses to promote literacy and mathematics, incentives for end of quarter celebrations, student achievement, and excellent attendance.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- *All students will be encouraged to engage in real-world learning activities and experiences*
- *HSL will contact the parents of those ELs and SWD who demonstrate low engagement*
- *SST process-identification of interventions to provide services for ELs*
- *Ensure SWD are receiving appropriate modifications/accommodations per their IEP.*
- *All4Youth counseling services to provide social-emotional support for students in need.*

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Bks & Ref			Books, digital licenses, subscriptions, and materials	3,500.00

\$3,500.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		14 %	2023-2024	10 %
Suspension Rate - Semester 1	✓	0 %	0 %	2023-2024	0 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

The Chronic Absenteeism at Sunset Elementary has shown a decrease for the prior year. Attendance has been a target concern for 2023-24. Key factors that support the overall low absenteeism rate has included:

- Attendance clerk contact parents to verify attendance on a daily basis.
- Attendance meetings on a monthly basis or as needed.
- CWAS attendance chats as needed.
- Academic awards certificates
- Student of the Month celebrations
- Community building celebratory weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Month, Read Across America, anti-bullying activities, dress-up days, Lucky Charm Run, etc.)
- Krazy Karen quarterly visits to promote attendance, good character, and academics.
- Student store to provide incentives for reading practice.
- Increase opportunities for students to engage in clubs, sports, arts, and other activities.
- HSL home-school communication, and home visits as needed.
- Implementation of restorative practices to make meaningful connections with students.
- Monthly parent engagement meetings
- Promote opportunities for parent learning (Parent University)
- School Psychologist check-ins with struggling students (Tier 2 and Tier 3) SSTs
- SEL Instruction: Morning Meetings and Second Step
- Office Assistant – attendance meetings, incentives for students on a monthly basis, contact individual parents to update emergency card and parent binder.
- Attendance Clerk and HSL consistently reaching out to families to monitor student absenteeism.
- Field trips-Goal 2 and site funded field trips
- College/Career Readiness Trips
- Attendance Meetings
- Quarterly Awards Assemblies -recognition of attendance

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

The Overall School Wide Chronic Absenteeism rate for 2023 was 19.7% with a 22.4% decline according to the California Dashboard.

Data pulled from the California Dashboard showed there were no significant subgroups with chronic absenteeism.

Data pulled for the following student groups show:

- Student with Disabilities- 27.6% (58 students)
- African American- 7.7% (7 students)
- Hispanic- 20.6% (360 students)
- White- 13.3% (15 students)
- English Learners- 22% (123 students)
- Social-Economically Disadvantaged- 21.8% (316 students)

- Continual Incentives for Attendance- individual, class and grade level
- School wide engagement assemblies
- Family Communication through parent square, messenger, and emails.

Suspension Rate

- Suspension rate is low (1 to date). We will continue implementing the following:
- School wide Safe and Civil procedures and initiatives
- Weekly morning meetings and 2nd Step Lessons
- Bullying Prevention Month Lessons
- Tier I Culture and Climate Specialist to support SEL Instruction
- Monthly NTA trainings
- School Wide Assemblies highlighting school wide expectations.
- Morning Message promoting guidelines for success and character counts.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There are no major differences between the intended and actual implementation of actions and budget expenditures for this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- We will continue to promote student engagement and activities that are inclusive of people and cultures from diverse backgrounds and that create meaningful connections with other adults in our Sunset community.
- Quarterly incentives to promote excellent attendance.
- Attendance assemblies
- Use of marquee to remind families of school dates and times.
- Communicate importance of attendance during morning announcements
- Increase communication with families by sending daily reminders, phone calls, emails, etc. Maximizing Parent Square to communicate with parents and staff regarding attendance improvement measures.
- Increase engagement in clubs and activities at Sunset.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Review of the budget, attendance, assessment data and the allocation of funds to best support all students was provided. Feedback and input included continuing with instructional strategies

2 ELAC:

Review of the budget, attendance, assessment data and the allocation of funds to best support all students was provided. Feedback and input included continuing with instructional strategies

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Review of the budget, attendance, assessment data and the allocation of funds to best support all students was provided. Feedback and input included continuing with instructional strategies

and structures to provide quality instruction and also utilizing surveys and input on current actions to make any modifications necessary to make improvements.

Some Suggestions for 24-25 include:

- Continued PLC planning days for Quarterly planning
- Attendance Recognition through ongoing incentives (individual, class, and grade level)
- Purchase new uniforms for sports to replace old one.
- Material/Supplies
-
- Extra pay contracts for after school tutoring for teachers and classified employees
- Award Assemblies - Academic/Athletic Recognition
- Monthly/Quarterly/Ongoing Attendance Recognition and incentives

and structures to provide quality instruction and also utilizing surveys and input on current actions to make any modifications necessary to make improvements.

Some Suggestions for 24-25 include:

- Continue Full time home school liaison to support with parent engagement, community engagement, and family participation (currently district funded)
- Recognition for improvement in attendance
- Continue EL awards recognition and ceremony.
- ELPAC Assessors
- Tutors for intervention
- Continue to offer babysitting for parent classes and coffee hours.

and structures to provide quality instruction and also utilizing surveys and input on current actions to make any modifications necessary to make improvements.

Some Suggestions for 24-25 include:

- Quarterly Attendance Recognition
- Ongoing Attendance Incentives
- SEL Resources and Professional Learning
- Supplemental Contracts for tutoring
- Professional Learning for Literacy Walks, Orton Gillingham
- Graphics
- Snacks for testing
- Student Awards/Incentives
- Professional Learning Conferences
- Grade Level Planning Days for Quarters 2,3,4
- Sub release for teacher observations, SSTs, IEPs, and Data Chats
- ELPAC Assessors
- Professional Learning and Training Opportunities
- Clubs-Supplemental Contracts for certificated and classified.
- Clubs for students in K-3

Action 1

Title: Engagement in Arts, Activities, and Athletics

Action Details:

Sunset Elementary is committed to increase student participation throughout the year by engaging students in culturally inclusive clubs, athletic teams, co-curricular activities, visual and performing arts activities, study trips, school-wide activities, and class-sponsored activities. By partnering with the After School Program, more students will have a greater opportunity for exposure to real-world experiences through offering clubs and other engagement activities immediately following the end of the school day. Additionally, Sunset will use the remaining Prop 28 VAPA personnel funding to hire outside vendors to teach Sunset students and staff a variety of cultural activities in the arts.

Goal: By Fall of 2024, the percent favorable in student engagement will increase by 5% from 85% to 90% as measured by the 2024 Fall-Climate and Culture Student survey.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Atlas (SEL Reports: students, staff, parent surveys)
- Utilizing District Quarterly Reports to set goals and progress monitor student outcomes in DRDP, FSA, ASR, iReady, Panorama Surveys.
- Panorama data
- Power BI
- Data Dashboard
- Goal 3 participation rosters

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Funds to cover sports ceremony to celebrate student athletics and motivate students to continue engaging in athletics at school.
- Supplemental contracts for certificated and classified staff to facilitate clubs and/or activities.
- Home School Liaison to support and communicate with parents.
- Materials and supplies to support student engagements, athletics, clubs/activities, including, but not limited to food, graphics, technology, and spirit wear.
- Incentives to promote student participation, including, but not limited to, fieldtrips, transportation, assemblies, food, graphics, dances, books, etc.
- Technology to support student engagements/activities.
- Direct maintenance and repairs, copier included.
- Direct services for food services
- Tutors to support after school engagements/activities.
- Registration fees for sports/extra-curricular activities
- CPR certification for staff
- Funds to contract vendors that provide engagement activities (arts and crafts, music, sports, science, etc.)

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learner subgroup because they continue to be a focused student group at our school site.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learners and all students by providing additional support with language utilizing bilingual instructional aids and targeted small group instruction based on student need. We will continue student data chats, celebrating and communicating ELPI progress with students and parents, parent meetings (coffee hours, ELAC), and professional learning for teachers and paraprofessionals.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing support through our paraprofessionals, site licenses to promote literacy and mathematics, incentives for end of quarter celebrations, student achievement, and excellent attendance.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you

Owner(s):

- Vice-Principal
- Staff (Certificated/Classified)
- Goal 3 Office
- HSL

Timeline:

- Monthly – Climate and Culture
- Quarterly
- Mid-year (student survey, 4-6)
- Bi-annual (SEL surveys)

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learners and SWD subgroup because they continue to be our focused student groups at our school site.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With no subgroups identified on the California Dashboard, Title 1 funds will continue to be utilized to support good first teaching and intervention support as identified through ongoing monitoring of individual student needs through iReady data, assessments and teacher identification.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our English Learners and SWD by providing support through our paraprofessionals, site licenses to promote literacy and mathematics, incentives for end of quarter celebrations, student achievement, and excellent attendance.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

do not fund out of the SPSA

- Monitor, provide opportunities, and encourage EL students to engage in Goal 3 activities
- All parent and student communications will be translated into primary language.
- School-wide utilization of ParentSquare
- Home School Liaison to support, communicate, and hold monthly meetings (parent engagement hour, Parent University, etc.) to inform parents of school activities.

- All student groups are encouraged to engage in arts, athletics, and/or activities.
- Directly reach out and encourage ELs and SWD to participate in arts, athletics, and/or activities
- HSL will monitor engagement of English Learners and SWD in school activities and will directly contact the parents of those who are not engaging consistently.
- Increase SWD access to athletics and activities by communicating with RSP teacher and leaving informational packets and permission slips in the RSP room.

Action 2

Title: Decrease Chronic Absenteeism

Action Details:

Sunset Elementary will implement proactive practices to support a decrease in the number of students who are chronically absent and will continue embedding Social Emotional Learning (SEL) to connect students to a caring adult. In addition to a full range of athletics and extra-curricular, quarterly sessions of enrichment will be offered to students to engage them in science, technology, engineering, arts, music, cultural activities, leadership clubs and athletics. Attendance will be monitored monthly and interventions including strategic leveraging of Goal 2 & 3 activities, connecting with peer attendance buddies, and teacher and staff outreach to both students and parents. Attendance incentives and supports for both individuals and classrooms will continue.

Goal: By December of 2024, the percentage of chronic absenteeism will decrease by 5% from 15% to 10% as measured by data collected from Power BI & Atlas.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- ATLAS attendance reports
- Utilizing District Quarterly Reports to set goals and progress monitor student outcomes in DRDP, FSA, ASR, iReady, Panorama Surveys.
- Saturday Academy attendance reports
- Power BI data
- Goal 2 and Goal 3 participation
- School Culture and Climate observations and data analysis
- Office referral data

Owner(s):

- Administration
- Academic Coach
- Saturday Academy Lead
- School Culture and Climate Team
- Teachers
- Attendance Clerk
- Home School Liaison
- School Psychologist
- Resource Specialist

Timeline:

- Daily
- Weekly
- Monthly
- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- CWAS and attendance clerk will conference with students, provide incentives, celebrate improved student attendance of identified students and encourage participation in Goal 2 and Goal 3 activities/clubs.
- Home School Liaison to support and communicate with parents.
- Substitutes for monthly Student Success Team and IEP Meetings
- Assemblies to promote student participation and attendance.
- Attendance competition by grade levels or class (focusing on being at school, and being on time)
- Materials and supplies to promote attendance, included but not limited to incentives, food, technology, awards, medals, etc.
- Community events to foster a sense of belonging: dances, carnivals, movie nights, assemblies, etc.
- Services that facilitate the realization of school events, including, but not limited to, DJs, speakers, performers, rentals, transportation, etc.

- Quarterly incentives to promote excellent attendance, including transportation and entrance fees.
- Monthly school Culture and Climate meetings
- Materials and supplies to encourage parent participation and education related to attendance, included, but not limited to books, technology, incentives, graphics, food, books, spirit wear, etc.
- Extra laptops to provide parents the ability to use online resources on campus.
- Technology to support instructional delivery and student learning including, but not limited to, extra student laptops, extra chargers, accessories, headphones, software, speakers, and other accessories.
- Direct maintenance and repairs
- Direct services for food services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learner subgroup because they continue to be a focused student group at our school site.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learners and all students by providing additional support with language utilizing bilingual instructional aids and targeted small group instruction based on student need. We will continue student data chats, celebrating and communicating ELPI progress with students and parents, parent meetings (coffee hours, ELAC), and professional learning for teachers and paraprofessionals.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing support through our paraprofessionals, site licenses to promote literacy and mathematics, incentives for end of quarter celebrations, student achievement, and excellent attendance.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- HSL to support all EL students and families through translations, outreach, and home visits.
- Awards and incentives to recognize student achievement, including attaining RFEP status.
- Quarterly SSC and ELAC meetings will be held. Topics will include presentations on current attendance data.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Per the California Dashboard, there are no subgroups identified in Red. However, continued supports will be provided for English Learners and SWD subgroup because they continue to be our focused student groups at our school site.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With no subgroups identified on the California Dashboard, Title 1 funds will continue to be utilized to support good first teaching and intervention support as identified through ongoing monitoring of individual student needs through iReady data, assessments, and teacher identification.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our English Learners and SWD by providing support through our paraprofessionals, site licenses to promote literacy and mathematics, incentives for end of quarter celebrations, student achievement, and excellent attendance.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Resource Specialist will support with parent contact with SWD.
- School Psychologist will support with connecting with parents and providing resources to support improvement of student attendance.
- Attendance conferences with parents and students, especially those groups with chronic absenteeism (ELs, SWD and Hispanic)
- HSL and CWAS will closely monitor attendance of English Learners and SWD (Students with Disabilities) and will directly contact parents if their attendance declines.
- CWAS and VP will create attendance contracts with families of students with chronic absenteeism (ELs, SWD, SED, and Hispanic)
- Ensure all groups are engaged in arts, athletics, and/or activities to incentivize students to attend school.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Food for school events	4,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student incentives	10,000.00
G3A1	Sup & Conc	Instruction	Copier Maint			Ricoh copier GIA2, 3/G2A1, G3A1, G4A1	5,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repairs of technology and other	1,000.00
G3A1	Sup & Conc	Instruction	Direct-Food			Direct food services for staff, students, and family events.	1,000.00
G3A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Childcare for parent participation (76)	1,597.00
G3A2	LCFF: EL	Instruction	Mat & Supp			Materials, supplies, and services to support academics and student engagement. (Poss fieldtrips Obj 5721/4300 and assemblies-Obj 5899)	2,444.00

\$25,041.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	95.6 %	98.1 %	2023-2024	99 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal:

School site will retain high-quality staff and seek to hire quality staff that reflect the diversity of our community. Due to projected enrollment and projected staffing levels from the district, Sunset will gain one teacher in the primary grade.

Sunset Elementary provides professional learning for staff in the following areas:

- SBAC Claims and Targets, Interim Assessments, Dual Language Immersion, Foundational Skills, Social Emotional Learning, Professional Learning Communities, math fluency, Blended Learning, and Teaching and Learning Cycle (TLC)
- Work in collaboration with the department of English Learner Services to support bilingual teachers to build their capacity to teach in a DI school and increase their understanding of the Dual Immersion Program.
- Facilitate the process for the teachers to obtain their BCLAD certification by providing professional learning, and sub release time to increase teacher retention in the program.
- Monthly birthday celebrations; staff winter and end-of-the year celebration
- Sunshine Committee
- Work in collaboration with induction coaches to support our year 1,2 teachers.
- Provide opportunities for teachers to participate in the Association of Two-way Dual Language Education (ATDLE) conference.
- Provide opportunities for teachers to have supplemental contracts for tutoring and planning.
- Quarterly substitute release time for planning.

Overall, the staff survey demonstrates a favorable rating on organizational culture.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Very few teachers are able to take on supplemental contracts to tutor their students after school.
- Consistent on-boarding of DLI implementation of strategies and keystone pedagogies for new teachers.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There are no major differences between the intended and the actual implementation of actions and budget expenditures to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

A continued focus to provide opportunities for family engagement, community involvement and school wide incentive recognition.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1

SSC - (Teacher/Staff, Parents, and Secondary Students).

Review of the budget, attendance, assessment data and the allocation of funds to best support all students was provided. Feedback and input included continuing with instructional strategies and structures to provide quality instruction and also utilizing surveys and input on current actions to make any modifications necessary to make improvements.

Some Suggestions for 24-25 include:

- Continued PLC planning days for Quarterly planning
- Additional planning time for teachers as needed.
- Extra pay contracts for after school tutoring for teachers and classified employees
- Ensure Technology upgrades available and additional tablet for classroom when needed.
- Support with SEL resources and professional learning.
- Opportunities to attend/provide professional learning for Dual Language.

2

ELAC:

Review of the budget, attendance, assessment data and the allocation of funds to best support all students was provided. Feedback and input included continuing with instructional strategies and structures to provide quality instruction and also utilizing surveys and input on current actions to make any modifications necessary to make improvements.

Some Suggestions for 24-25 include:

- Continue Full time home school liaison to support with parent engagement, community engagement, and family participation (currently district funded)
- Alternating or providing some evening parent workshops for those parents that can't attend the morning ones.
- Continue EL awards recognition and ceremony.
- ELPAC Assessors
- Tutors for intervention
- Continue to offer babysitting for parent classes and coffee hours.

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

Review of the budget, attendance, assessment data and the allocation of funds to best support all students was provided. Feedback and input included continuing with instructional strategies and structures to provide quality instruction and also utilizing surveys and input on current actions to make any modifications necessary to make improvements.

Some Suggestions for 24-25 include:

- Supplemental Contracts for tutoring
- Professional Learning for Literacy Walks, Orton Gillingham
- Graphics
- Snacks for testing
- Student Awards/Incentives
- Professional Learning Conferences
- Grade Level Planning Days for Quarters 2,3,4
- Sub release for teacher observations, SSTs, IEPs, and Data Chats

Action 1

Title: Staff Training and Support

Action Details:

In order to reverse the high teacher turnover in grades 3rd to 6th, Sunset Elementary will provide opportunities for staff in the following areas: Cultural Proficiency and Culturally Proficient Instruction, SBAC Claims and Targets, Interim Assessments, Restorative Practices, Dual Language Immersion, Foundational Skills, Social Emotional Learning, Professional Learning Communities, and Blended Learning.

We will continue to work with the department of English Learner Services to support bilingual teachers to build their capacity to teach in a DI school and increase their understanding of the Dual Immersion Program.

We will facilitate the process for the teachers to obtain their BCLAD certification by providing professional learning, and sub release time to increase teacher retention in the program.

Goal: By Fall of 2024, the percent favorable in organizational cultural domain will increase by 1% from 98% to 99% as measured by the 2024 Fall-Climate and Culture Staff survey.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- IAchieve Staff Learning Reports
- Site Professional Learning Attendance Reports
- Site-based Surveys
- Culture and Climate survey
- Academic coach feedback

Owner(s):

- Principal
- Vice Principal
- ILT
- District Coaches
- Academic Coach

Timeline:

- Monthly
- Quarterly
- End of year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Provide professional learning in: SBAC Claims and Targets, Interim Assessments, Dual Language Immersion, Foundational Skills, Professional Learning Communities, Common Core State Standards, Teaching and Learning Cycle, Math fluency, Writing, Restorative Practices, Social Emotional Learning, Culture and Climate improvement, Gifted and Talented Education (GATE), Exemplary Physical Education Curriculum (EPEC), Cultural Proficiency, and Blended Learning
- Guaranteed and Viable Curriculum - ELA and Go Math - resources and materials
- Online resources such as software and licenses including, but not limited to Raz-Kids, Scholastic, Reflex math, Next Gen Math, and other digital means
- Professional Development Services, including but not limited to Ed Elements, Solution Tree, Standards Institute, MTSS, CAFE, and ATDLE.
- Supplemental contracts for certificated and classified employees to attend professional development meetings
- Supplemental contracts for teacher planning
- Substitutes to provide release time to teachers for planning, testing, data chats, SSTs, IEPs, and to attend professional learning meetings
- Materials and supplies that support professional learning including but not limited to textbooks, office supplies, food, graphics, and technology, conference fees, etc.
- Services to facilitate professional learning opportunities including but not limited to speakers, consultants, etc.
- Travel expenses for teachers attending conferences and professional learning opportunities
- Technology to support delivery of professional learning
- Direct maintenance and repairs
- Direct Services for Food services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- ELPAC training for all teachers and tutors
- ELPAC assessors
- Full implementation of Teaching and Learning Cycle

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Professional Learning Opportunities for paraprofessionals and tutors supporting Tier 2 and Tier 3 students focused on iReady, iStation, Raz Kids, EdCite, Next Gen Math, Tools for Teachers, Tutor.com, Sora, Khan Academy, Rosetta Stone, Reflex math, etc.

- Blended Learning
- Paraprofessionals to support with ELPAC practice and tutoring.
- DLI Conference

- Professional opportunities, such as Personalized Learning Instruction, Blended Learning, and how to maximize GVC resources for teachers to build their capacity to differentiate instruction to meet the specific needs of ELs and SWD
- Ensure teachers have timely and accurate information regarding students' IEPs and 504 plans
- Ensure modifications/accommodations are in place as per IEPs and 504 plans

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Travel			Prof. Dev. May be Obj 5221, 4300, 2160, or 1160 if travel, materials, or supp.contracts needed	9,000.00

\$9,000.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	97 %	95 %	2023-2024	98 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Sunset Elementary has consistently provided multiple opportunities for families to engage in activities that promote student success.
- Student Academics: Parent/Teacher Conferences, SSTs, IEPs, Parent Meetings (Coffee Hours, ELAC), Parent Learning Opportunities (Parent University), Study Trips (Chaperones), Open House Student Centered and Real-World Learning: Career Day, Study Trips, Literacy Week, DLI Parent Conference, PTA
- Student Engagement: Academic Awards, Student of the Month Celebrations, Community Building Celebratory Weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Week), Read Across America, Clubs, Athletics, Music Education, Winter Performances, etc.
- Guest speakers/Role Models from the community to promote an inclusive culture, bilingual education, and the importance of family engagement.

As a result, the percentage of parents scoring favorable in the family engagement domain, has increased from 92,17% to 95% according to the culture and climate survey of 2023.

Open Communication through:

- Home School Liaison (HSL)
- Administration
- School Psychologist Supports
- Sunset Website, Parent Square, Sunset Afterschool Program Facebook, Marquee and flyers as needed.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Response rate of the Fall Climate and Culture family survey decreased from 2022 to 2023.

- Response rate of families in 2022 - 135
- Response rate of families in 2023- 74

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There are no major differences between the intended and actual implementation of actions and budget expenditures to meet the goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Sunset will continue to use parent surveys and feedback to make necessary changes within this goals and actions for family engagement. Sunset will continue to implement opportunities and activities to support and encourage family collaboration and engagement along with the focus of continued development and refinement of monthly cultural awareness opportunities.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Review of the budget, attendance, assessment data and the allocation of funds to best support all students was provided. Feedback and input included continuing with instructional strategies and structures to provide quality instruction and also utilizing surveys and input on current actions to make any modifications necessary to make improvements.

Some Suggestions for 24-25 include:

- Continued PLC planning days for Quarterly planning
- Additional planning time for teachers as needed.
- Extra pay contracts for after school tutoring for teachers and classified employees
- Professional Learning Opportunities
- Award Assemblies - Academic/Athletic Recognition
- Monthly/Quarterly/Ongoing Attendance Recognition and incentives
- Materials/supplies for classrooms
- Incentives and after school activities to engage students.

2 ELAC:

Review of the budget, attendance, assessment data and the allocation of funds to best support all students was provided. Feedback and input included continuing with instructional strategies and structures to provide quality instruction and also utilizing surveys and input on current actions to make any modifications necessary to make improvements.

Some Suggestions for 24-25 include:

- Continue Full time home school liaison to support with parent engagement, community engagement, and family participation (currently district funded)
- Alternating or providing some evening parent workshops for those parents that can't attend the morning ones or provide recording or online through Microsoft Teams.
- Continue EL awards recognition and ceremony.
- ELPAC Assessors
- Tutors for intervention
- Continue to offer babysitting for parent classes and coffee hours.
- Incentives and after school activities to engage students.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Review of the budget, attendance, assessment data and the allocation of funds to best support all students was provided. Feedback and input included continuing with instructional strategies and structures to provide quality instruction and also utilizing surveys and input on current actions to make any modifications necessary to make improvements.

Some Suggestions for 24-25 include:

- Supplemental Contracts for tutoring
- Continued PLC planning days for Quarterly planning
- Professional Learning for para-professionals
- Professional Learning for Literacy Walks, Orton Gillingham
- Graphics
- Snacks for testing
- Student Awards/Incentives
- Professional Learning Conferences
- Grade Level Planning Days for Quarters 2,3,4
- Sub release for teacher observations, SSTs, IEPs, and Data Chats
- ELPAC Assessors
- Site Licenses: RAZ Kids, Next Gen Math, Reflex Math
- Subscriptions-Scholastics
- Material/Supplies for classrooms

Action 1

Title: Create a Positive, Family-Centered Community

Action Details:

Sunset Elementary will provide parent and family engagement opportunities to foster a positive culture where families feel welcomed and included in the decision-making process that promote academic progress, cultural awareness, and bilingualism.

Goal: By Fall of 2024, the percent favorable in family engagement domain will increase by 3% from 95% to 98% as measured by the 2024 Fall-Climate and Culture Parent survey.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Panorama parent surveys
- Panorama student surveys
- Site-based surveys
- Needs Assessment
- Parent Engagement participation records
- Parent Volunteers
- Parent Square

Owner(s):

- Home School Liaison
- Administration
- CWAS
- School Psychologist
- Classified Staff
- Certificated Staff

Timeline:

- Panorama surveys (Fall and Spring)
- Needs assessment (once a year)
- Site-based surveys (as needed)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Parent/Teacher Conferences, SSTs, IEPs, Parent Engagement meetings (coffee hours), Parent learning opportunities (Parent University), Family Engagement Nights, study trips (chaperones), Open House, Student centered and real-world learning: Career Day, Science Fair, School dances, Study Trips, Literacy Week, Book Clubs, Carnivals, Cultural Awareness Events, Volunteer Opportunities, etc.
- Academic Awards, Student of the Month celebrations, community building, celebratory weeks (Red Ribbon Week), Kindness Week, Black History Month, Read Across America, clubs, athletics, music education, etc.
- Supplemental contracts for certificated and classified for preparation and organization of community events.
- Substitutes to release teachers to participate in SSTs and IEPs
- Materials and supplies to support and promote family engagement including, but not limited to office supplies, books, technology, spirit wear, food services, promotional items, and incentives.
- Services that facilitate the realization of community events, including, but not limited to DJs, photo booths, speakers, service providers, bounce houses, rentals, transportation, assemblies, family dances, etc.
- Independent Contract Agreements for services that promote family engagement (DJs, photo booths, speakers, service providers, bounce houses)
- Student Incentives including, but not limited to fieldtrips, food, graphics, spirit wear, etc.
- Guest speakers/role models from the community to promote an inclusive culture, bilingual education, and the importance of family engagement
- EL parent training on ELD Proficiency Level continuum, ELPAC, Reclassification, RFEP monitoring, Seal of Biliteracy, and Dual Immersion Program goals
- Parent University trainings for SWD/SST/Eligibility, CAC Meetings monthly for the district support and questions
- Mileage reimbursement for home visits

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Host Parent University English classes for parents to support understanding and connectedness to site.
- Home School Liaison to support and increase parent understanding and connectedness.
- Mileage for home visits

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Home School Liaison, CWAS, Resource Specialist, and School Psychologist will continue to communicate with the parents of ELs and SWD to support improved attendance and participation.
- Mileage reimbursement for home visits will be made available to approved staff to contact the families of

- Fund Assessors for ELPAC assessment.
- EL Afterschool/Before School Tutoring
- Materials and Supplies provided to support family participation.
- Babysitting to increase parent opportunity for engagement in on campus classes and meeting participation.
- EL Parent training on ELD Proficiency Level continuum, ELPAC, Reclassification, RFEP monitoring, Seal of Biliteracy, and Dual Immersion Program goals
- Opportunities for parent engagement through ELAC, Parent coffee hours, and other learning opportunities for parents of EL students will be provided.
- POs, and Direct Food Services contracts may be used to provide food and refreshments for those meetings.

ELs and SWD

- We will continue to explore ways to increase the inclusion of our SWD and their families.
- We will connect with struggling students and their families, to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff will deepen the implementation of site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse community.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies, and services to support academics and student engagement, including fieldtrips and assemblies.	19,002.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Sup contracts for classified employees to support with community building events (200)	4,202.00

\$23,204.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0435 Sunset Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			37 (subs for 8 ssts, 2 chats, 18 BAS, planning days 3 x18). **No IEPs**	10,737.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Position has been filled by Dulce Jimenez ID 1083154. Start Date will be 4/2/24	14,690.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			48 (subs for 8 ssts, 2 chats, 18 BAS, planning days 3 x18)	13,931.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Instructional Aide Supplementals for tutoring (2209 hrs.) 95 days	46,401.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics/awards/other academic and social emotional supports	2,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom	15,632.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom	14,816.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom	13,166.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Headphones or other necessary technology	850.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supp C. for teachers (tutoring, PL, Planning 35)	1,749.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Hardware/Software/Technology	3,000.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Sup. C for ELPAC Assessment (120 hrs)	7,362.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support for English Learners	14,628.00
G2A1	Sup & Conc	Instruction	Bks & Ref			Books, digital licenses, subscriptions, and materials	3,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Food for school events	4,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student incentives	10,000.00
G3A1	Sup & Conc	Instruction	Copier Maint			Ricoh copier GIA2, 3/G2A1, G3A1, G4A1	5,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repairs of technology and other	1,000.00
G3A1	Sup & Conc	Instruction	Direct-Food			Direct food services for staff, students, and family events.	1,000.00
G3A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Childcare for parent participation (76)	1,597.00
G3A2	LCFF: EL	Instruction	Mat & Supp			Materials, supplies, and services to support academics and student engagement. (Poss fieldtrips Obj 5721/4300 and assemblies- Obj 5899)	2,444.00
G4A1	Sup & Conc	Instruction	Travel			Prof. Dev. May be Obj 5221, 4300, 2160, or 1160 if travel, materials, or supp.contracts needed	9,000.00
G5A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies, and services to support academics and student engagement, including fieldtrips and assemblies.	19,002.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Sup contracts for classified employees to support with community building events (200)	4,202.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$41,040.00
Sup & Conc	7090	\$131,147.00
LCFF: EL	7091	\$47,520.00
Grand Total		\$219,707.00

\$219,707.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$158,962.00
G2 - Expand student-centered and real-world learning experiences	\$3,500.00
G3 - Increase student engagement in their school and community	\$25,041.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$9,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$23,204.00
Grand Total	\$219,707.00