

Sunset Elementary

10621666088942

Principal's Name: Natanska Valtierra

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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 subgroups 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 (DAC and 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.

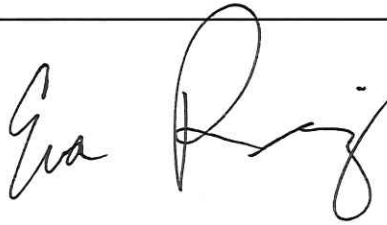
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Natanska Valtierra	X				
2. Chairperson - Eva Ruiz				X	
3. Vice Chairperson – Octaviana Murguia				X	
4. Recorder – Alma Renteria		X			
5. PAC Representative – Erica Reyes				X	
6. Claudia Castorena-Castro				X	
7. Marcos Osorio				X	
8. Lurdes Ortega		X			
9. Guadalupe De La O		X			
10. Patricia Valdez			X		
11. Fabiola Saragosa (parent alternate)					
12. Nancy Ledesma (parent alternate)					
13. Maria Ledesma (teacher alternate)					
14. Susan Jimenez (teacher alternate)					
15. Maria Tafolla (other staff alternate)					

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	Natanska Valtierra		3-21-2023
SSC Chairperson	Eva Ruiz		3.21-2023

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 2023/24

Sunset - 0435

ON-SITE ALLOCATION

3010	Title I	\$37,632 *
7090	LCFF Supplemental & Concentration	\$132,404
7091	LCFF for English Learners	\$50,112
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$12,956</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$233,104

* 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	\$1,176
Remaining Title I funds are at the discretion of the School Site Council	<u>\$36,456</u>
Total Title I Allocation	\$37,632

Sunset Elementary 2023-2024 - 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		15.53 %	12.5 %	2021-2022	17.5 %
SBAC ELA - Average distance from standard	✓		-26 pts	2021-2022	-16 pts
SBAC ELA - percentage of students met/exceeded standard	✓		40 %	2021-2022	55 %
SBAC Math - Average distance from standard	✓		-37 pts	2021-2022	-27 pts
SBAC Math - percentage of students met/exceeded standard	✓		35.14 %	2021-2022	52 %

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 maintained proficiency levels they had achieved before the pandemic (40% meeting or exceeding standards) despite the struggles brought about by the Covid-19 pandemic and the related school closures.

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
- Tutors for RTI in the afternoon and after school
- Paraprofessionals support RTI during instructional time and after school

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

ELPAC 2022 data shows that our English Learners' Progress is **Very High**, with **66.1%** of our EL students advancing at least one ELPI Level. Nevertheless, our English Learner population is the group with the greatest disproportionality.

About 40% of our students (3rd-6th) met standards in SBAC ELA 21-22, maintaining proficiency levels from last SBAC administration in 2019, with a slight decline in distance from meeting standards from -23.9 in 2019 to -26 in 2022. In Math, we decreased proficiency levels from 40% in 2019 to 35% in 21-22, and our distance from standard increased from -20 in 2019 to -37 in 2022. Our English Learners, however, are at only 15% meeting standards in ELA and 20% in Math, and had a significant decline from -46.8 points from meeting standards in 2019 to -74.20 in 2022 in ELA, and from -43 in 2019 to -82.5, as seen in table below:

- Professional Learning Communities (PLCs) participating in the Cycle of Continuous Improvement 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
- Consistent feedback to teachers focused on ELA/ELD Lab School/School wide commitments
- Consistent school-wide Implementation of the TLC cycle

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 Kindergarten-6 and Common Core Grade Level Standards (Math). Students demonstrated a slight decline in MATH SBAC 21-22 going from 40.4% meeting standards in 2019 to 35% in 2022. In addition, the average distance from meeting standards was -20.1 in 2019 while it declined to -37 in 2022.

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
- Tutors support RTI in the afternoon and after school
- 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

ELA	SBAC 2019		SBAC 2022	
	MET	DFM	MET	DFS
ALL	40%	-24	40%	-26
EL	17%	-47	15%	-74

MATH	SBAC 2019		SBAC 2022	
	MET	DFM	MET	DFS
ALL	40%	-20	35%	-37
EL	15%	-43	20%	-82

Key Factors that contributed to this disproportionality are:

- Although attendance has improved, in comparison to last year, it continues to be an issue:
 - 21/22: 43.5% chronic absenteeism
 - 22/23: 24% chronic absenteeism
- 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

- Professional Learning Communities are in the developing phase of Learning by Doing PLC/PL 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

Areas of growth include:

- CFA development aligned to the rigor of grade level standards
- Data Analysis protocol
- 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
- Inter-Act Fellows for RTI in the afternoon and after school
- 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
- Consistent feedback to teachers focused on ELA/ELD Lab School/School wide commitments

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).

Most actions were implemented as planned. The only changes made were the relocation of funds from technology and unused salary lines to Professional Learning, to provide teachers the opportunity to attend the Association of Two-Way Dual Language Educators Conference (ATDLE).

Another significant change was the transfer of funds originally allocated to pay for tutoring services to Supplemental Contracts and to Materials and Supplies due to Tutor vacancies and absences throughout the year.

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 2023/24 SPSA.

For the 23-24 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:

- Align instructional minutes to ensure the required Tier I - 120 minutes of Core Language Arts and 90 minutes of Core Mathematics
- Full implementation of TLC and Key Stone Pedagogies
- New Paraprofessional position to focus exclusively on supporting English Learners
- Implementation of SBAC aligned problem of the day (PODs)
- Math Lesson Design adoption for 3-6
- Provide supplemental contracts to classified employees to provide tutoring services

Regarding chronic absenteeism, which is a key factor that contributed to the significant disproportionality, we will be implementing the following changes:

- Improve attendance by providing quarterly student incentives (fieldtrips, recognition, rewards)
- Increase communication with families by sending daily reminders, phone calls, emails, etc.
- Maximizing ParentSquare to communicate with parents and staff regarding attendance improvement measures.

Step 4: Educational Partner Involvement. Share the data 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:	2 ELAC:	3 Staff:
During the school site council meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We will utilize surveys to request SSC members' input on current actions and suggestions for modifications to actions for next school year.	During ELAC meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support our English Learners. We will utilize surveys to request ELAC members' input on current actions and suggestions for modifications to actions for next school year.	During staff and ILT meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We will utilize surveys to request staff members' input on current actions and suggestions for modifications to actions for next school year.

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, a school-wide writing program and consistent systematic monitoring of students’ progress with data sheets.

Goal: By June 2024, the percentage of students meeting proficiency will increase from 40% to 55% for a total growth of 15%. In addition, we will decrease the distance from meeting standards from -26 to -16.

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
- IAB and FIABs Assessments
- Edcite
- iReady
- Grade level Common Formative Assessments
- Foundational Skills Assessment for Kindergarten
- Data chats
- Grade level/classroom/student goal-setting
- Data monitoring sheets
- Classroom walkthroughs, observations, feedback, and reflective conversations
- Wonders/Maravillas assessments

Owner(s):

- PLC
- Principal Vice Principal
- Teachers
- Academic Coach

Timeline:

- CAASPP (yearly) ELPAC (yearly)
- Quarterly IAB assessments (Gr. 3-6)
- iReady(3x/year)
- Common Formative Assessments (minimum of 1-2 CFAs per Quarter)
- FSA– Kinder (3X per year)
- Maravillas/Wonders weekly, quarterly, and End-of-Unit assessments
- iStation (K-2nd) - monthly

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 I – 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 I, 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:

- 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
- 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 towards reclassification (Grades 3-6).
- Mini Corp Tutors for LTELs
- Reclassification celebration

Specify enhanced services for low-performing student groups:

- 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 2

Title: Academic Performance in Mathematics

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.

Goal: By June 2024, the percentage of students meeting proficiency in Mathematics will increase from 35% to 52% for a total growth of 17%. In addition, we will decrease the distance from meeting standards from -37 to -27.

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
- 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, 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 3rd-6th

- Implementation of Beyond the Basic Facts and Reflex Math

Specify enhanced services for EL students:

- 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
- 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

Specify enhanced services for low-performing student groups:

- 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 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.

Goal: By June 2024, the number of students who progress at least one ELPI level will increase by 5% from 66% to 71% as measured by ELPAC when compared to the last ELPAC administration (21-22).

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
- SBAC ELPAC
- IAB and FIABs assessments
- iReady
- BAS/**SEL** (Sistema de evaluación de lectura) BPST
- Fluency
- Maravillas/Wonders assessments
- Grade level Common Formative Assessments
- Foundational Skills Assessment for Kinder
- Data chats
- 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

Timeline:

- CAASPP (yearly)
- ELPAC (yearly)
- 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, 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:

- 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

Specify enhanced services for low-performing student groups:

- 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

- 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)
- Tutors for LTELs
- Reclassification celebration

language development.

- Closely monitor ELs and SWD progress using data monitoring sheets and data chats

2023-2024 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	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic support in the classroom	12,917.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PLC planing 18 x 3x/year (54)	9,723.00
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	13,732.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic support in the classroom	11,016.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic support in the classroom	11,016.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for 8 SSTs, 4 chats, 18 BAS, 4 IEPs (34 total)	6,122.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supp C. for teachers (tutoring, PL, planning 35)	1,758.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup			Instructional Aide Supplementals for tutoring (2845)	46,794.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Hardware/Software/Technology	3,000.00
G1A2	One-time School	Instruction	Ins Aide-Sup			Instructional Aide Supplementals for tutoring	11,016.00
G1A3	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic support in the classroom	12,157.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Sup. C for ELPAC assessment (135 hrs) - Poss Obj 2160	6,781.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic support for English Learners	12,157.00

\$160,189.00

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	✓	87.09 %	83.96 %	2022-2023	89 %

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 "Exploring World Cultures Through Music" in grades 2nd, 3rd, and 4th grade

2

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

- Percentage of students who did not participate was due to chronic absenteeism.

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 Fun Friday, Leadership Club, Career Day, Read Across America, Arte Americas, etc.

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 2023/24 SPSA.

We will continue to implement real-world learning experiences and exposure to careers in grades TK- 6th that promote diversity and bilingualism in the work environment. We will continue to use data from our climate and culture student, staff and parent surveys to determine actionable steps to increase participation in on-campus, student-centered experiences for all students.

Step 4: Educational Partner Involvement. Share the data 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: During the school site council meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We will utilize surveys to request SSC members' input on current actions and suggestions for modifications to actions for next school year.	2 ELAC: During ELAC meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support our English Learners. We will utilize surveys to request ELAC members' input on current actions and suggestions for modifications to actions for next school year.	3 Staff: During staff and ILT meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We will utilize surveys to request staff members' input on current actions and suggestions for modifications to actions for next school year.
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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.

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

- 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:

- August 2022- June 2023
- Weekly
 - Monthly
 - Quarterly
 - 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:

- 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 ParentSquare, 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)

Specify enhanced services for low-performing student groups:

- 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

2023-2024 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 (could be Obj 4300)	3,500.00
G2A1	One-time School	Instruction	Bks & Ref			: Books, digital licenses, subscriptions, and materials (could be 4300)	1,940.00

\$5,440.00

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	✓	44.82 %	22.06 %	2022-2023	12 %
Suspension Rate - Semester 1	✓	0.66 %	0.24 %	2022-2023	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.

Chronic Absenteeism

- 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.)
- 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
- We have been identify as ATSI for attendance under EL's/Socioeconomically Disadvantaged/SWD/Hispanic student groups due to increase percentage of students with chronic absenteeism: ELs - 45.5%; Hispanic - 41.7%; SED-44.7%; SWD-37.8%

Suspension Rate

Suspension rate is low (1 to date). We will continue implementing the following:

2

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

- Chronic Absenteeism -- although attendance has improved, in comparison to last year, it continues to be an issue
- We have been identify as ATSI for Attendance under EL's/Social Eco Dis/SWD/Hispanic student groups due to increase percentage of students with chronic absenteeism: **ELs - 45.5% Hispanic - 41.7% SED-44.7% SWD-37.8%**
- Low parent support and follow through for student with chronic absenteeism
- Low participation at attendance meetings
- Emergency Card information and ATLAS not updated for all students
- Lack of transportation

- School wide Safe and Civil procedures and initiatives
- Weekly morning meetings and 2nd step
- Tier I Culture and Climate Specialist to support SEL Instruction
- Monthly NTA trainings
- 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).

All actions were implemented as planned.

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 2023/24 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 fieldtrips to promote perfect 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 ParentSquare to communicate with parents and staff regarding attendance improvement measures

Step 4: Educational Partner Involvement. Share the data 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: During the school site council meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We will utilize surveys to request SSC members' input on current actions and suggestions for modifications to actions for next school year.	2 ELAC: During ELAC meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support our English Learners. We will utilize surveys to request ELAC members' input on current actions and suggestions for modifications to actions for next school year.	3 Staff: During staff and ILT meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We will utilize surveys to request staff members' input on current actions and suggestions for modifications to actions for next school year.
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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

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)
- Panorama data
- Power BI
- Data Dashboard
- Goal 3 participation rosters

Owner(s):

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

Timeline:

Aug 22 – June 23

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

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

- 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:

- 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

Specify enhanced services for low-performing student groups:

- 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.

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
- 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

Timeline:

- August '22 -- June '23
- 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 fieldtrips to promote perfect 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:

- 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

Specify enhanced services for low-performing student groups:

- Encourage chronically absent students to attend Saturday Academy to recover absences
- Attendance conferences with parents and students, especially those groups with chronic absenteeism (ELs, SWD, SED, and Hispanic)
- HSL and CWAS will closely monitor attendance of English Learners and SWD (Students With Dissabilities) and will directly contact parents if their attendance declines
- CWAS and VP will create attendance contracts with families of students with chonic absenteism (ELs,

SWD, SED, and Hispanic)

- Ensure all groups are engaged in arts, athletics, and/or activities to incentivize students to attend school

2023-2024 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	Copier Maint			Richo Copier G1A2,3/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 (75)	1,542.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Materials, supplies, and services to support academics and student engagement. Next Gen Math (Obj 4200) (Poss fieldtrips Obj 5721/4300 and assemblies - Obj 5899)	15,025.00
G3A2	LCFF: EL	Instruction	Mat & Supp			Materials, supplies, and services to support academics and student engagement. Next Gen Math (Obj 4200) (Poss fieldtrips Obj 5721/4300 and assemblies - Obj 5899)	6,426.00

\$29,993.00

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	✓	100 %	90.6 %	2022-2023	95.6 %

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 school implemented the following actions:

- Sunset Elementary provides professional learning for staff on the following areas: SBAC Claims and Targets, Interim Assessments, Restorative Practices, 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.
- Teacher recognition at the beginning of PLC (whole-staff) meetings
- 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 organizationla 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.
- Only about 50% of the teaching staff engage in professional learning opportunities other than those required by the district or induction programs.

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).

One major difference between the intended and actual implementation of actions is that we moved funds from technology and unspent funds from salary lines, to pay for teachers to attend ATDLE conference.

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 2023/24 SPSA.

- Work in partnership with the math department to provide training and support for the implementation of Math Lesson Design (3rd through 6th)
- Continue to recognize and celebrate teacher success (through various methods/ways)
- Provide supports for students with disabilities
- Implementation of a school-wide coherent writing program
- Implementation of the Teaching and Learning Cycle

Step 4: Educational Partner Involvement. Share the data 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:

During the school site council meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We will utilize surveys to request SSC members' input on current actions and suggestions for modifications to actions for next school year.

2 ELAC:

During ELAC meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support our English Learners. We will utilize surveys to request ELAC members' input on current actions and suggestions for modifications to actions for next school year.

3 Staff:

During staff and ILT meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We will utilize surveys to request staff members' input on current actions and suggestions for modifications to actions for next school year.

Action 1

Title: Staff Training and Support

Action Details:

Sunset Elementary will provide high-quality professional learning to all staff to build their capacity, empower them, and promote higher teacher efficacy. Various supports and resources will be provided in order to assist our staff and increase retention.

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 Services to Staff in support of 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 ATDL.
- 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 Staff in support of EL students:

- ELPAC training for all teachers and tutors
- ELPAC assessors
- Full implementation of Teaching and Learning Cycle
- Blended Learning
- Tutors to support with ELPAC practice and tutoring
- DLI Conference

Specify enhanced services for Staff to support low-performing student groups:

- 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.
- 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

2023-2024 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	13,500.00
G4A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Sup. contracts for classified employees to support with instructional materials and community building events(600)	12,193.00

\$25,693.00

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	✓	85.72 %	92.17 %	2022-2023	97 %

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), Parent Learning Opportunities (Parent University), Study Trips (Chaperones), Open House Student Centered and Real-World Learning: Career Day, Study Trips, Literacy Week, Book Clubs, DLI 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), Fund Friday, Read Across America, Clubs, Athletics, Music Education, Winter and Spring 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 85.72% to 92.17%, according to the Culture and Climate Survey, 2022.

2

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

Overall, the percentage of parents that feel welcome and respected is favorable.

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).

All actions were implemented as planned.

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 2023/24 SPSA.

We will continue our efforts to make Sunset a welcoming and safe environment for students and their families.

Step 4: Educational Partner Involvement. Share the data 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: During the school site council meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We will utilize surveys to request SSC members' input on current actions and suggestions for modifications to actions for next school year.	2 ELAC: During ELAC meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support our English Learners. We will utilize surveys to request ELAC members' input on current actions and suggestions for modifications to actions for next school year.	3 Staff: During staff and ILT meetings, we have reviewed budget, attendance, assessment data, and suggestions for the allocation of funds to best support all students. We will utilize surveys to request staff members' input on current actions and suggestions for modifications to actions for next school year.
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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.

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	Owner(s): • Home School Liaison • Vice Principal • CWAS	Timeline: • Panorama surveys (Fall and Spring) • Needs assessment (once a year) • Site-based surveys (as needed)
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Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- Parent/Teacher Conferences, SSTs, IEPs, Parent Engagement meetings (coffee hours), Parent learning opportunities (Parent University), study trips (chaperones), Open House, Student centered and real-world learning: Career

Day, Science Fair, 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, Fun Fridays, 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 Families of EL students:

- 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
- Child care will also be provided for those events

Specify enhanced services for Families of low-performing student groups:

- Parent University trainings for SWD/SST/eligibility
- Home School Liaison and CWAS 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 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

2023-2024 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, supplies, and services to support academics and student engagement, including fieldtrips and assemblies) - cuould be Obj 4200	11,789.00

\$11,789.00

2023-2024 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	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic support in the classroom	12,917.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PLC planing 18 x 3x/year (54)	9,723.00
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	13,732.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic support in the classroom	11,016.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic support in the classroom	11,016.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for 8 SSTs, 4 chats, 18 BAS, 4 IEPs (34 total)	6,122.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supp C. for teachers (tutoring, PL, planning 35)	1,758.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup			Instructional Aide Supplementals for tutoring (2845)	46,794.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Hardware/Software/Technology	3,000.00
G1A2	One-time School	Instruction	Ins Aide-Sup			Instructional Aide Supplementals for tutoring	11,016.00
G1A3	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic support in the classroom	12,157.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Sup. C for ELPAC assessment (135 hrs) - Poss Obj 2160	6,781.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic support for English Learners	12,157.00
G2A1	Sup & Conc	Instruction	Bks & Ref			Books, digital licenses, subscriptions, and materials (could be Obj 4300)	3,500.00
G2A1	One-time School	Instruction	Bks & Ref			: Books, digital licenses, subscriptions, and materials (could be 4300)	1,940.00
G3A1	Sup & Conc	Instruction	Copier Maint			Richo Copier G1A2,3/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 (75)	1,542.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Materials, supplies, and services to support academics and student engagement. Next Gen Math (Obj 4200) (Poss fieldtrips Obj 5721/4300 and assemblies - Obj 5899)	15,025.00
G3A2	LCFF: EL	Instruction	Mat & Supp			Materials, supplies, and services to support academics and student engagement. Next Gen Math (Obj 4200) (Poss fieldtrips Obj 5721/4300 and assemblies - Obj 5899)	6,426.00
G4A1	Sup & Conc	Instruction	Travel			Prof.Dev. May be Obj 5221, 4300, 2160 or 1160, if travel, materials, or supp. contracts needed	13,500.00
G4A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Sup. contracts for classified employees to support with instructional materials and community building events(600)	12,193.00
G5A1	Sup & Conc	Instruction	Mat & Supp			Materials, supplies, and services to support academics and student engagement, including fieldtrips and assemblies) - could be Obj 4200	11,789.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$37,632.00
Sup & Conc	7090	\$132,404.00
LCFF: EL	7091	\$50,112.00
One-time School	7099	\$12,956.00
Grand Total		\$233,104.00

\$233,104.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$160,189.00
G2 - Expand student-centered and real-world learning experiences	\$5,440.00
G3 - Increase student engagement in their school and community	\$29,993.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$25,693.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$11,789.00
Grand Total	\$233,104.00