

**Sunset Elementary**

10621666088942

Principal's Name: Lianna Silva

Principal's Signature:

A handwritten signature in black ink, appearing to read "Lianna Silva", written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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<b>District Goals</b>	
<p>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.</p>	
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**

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Lianna Silva Mireles	X				
2. Chairperson - Gloria Nogueron			X		
3. Vice Chairperson – Susana Flores				X	
4. Recorder – Abril Amaro		X			
5. PAC Representative – Maria Ledesma				X	
6. Crystal Cortez		X			
7. Yadira Rivera				X	
8. Selene Morales Cano				X	
9. Rosa Lopez		X			
10. Lucia Ochoa				X	
11.					
12.					
13.					
14.					
15.					

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: <b>Sunset Elementary</b>			
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		3/12/25
SSC Chairperson	Gloria Nogueron		3/12/25

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

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

FY 2025/26

Sunset - 0435

**ON-SITE ALLOCATION**

3010	Title I	\$40,348 *
7090	LCFF Supplemental & Concentration	\$135,894
7091	LCFF for English Learners	\$49,434

<b>TOTAL 2025/26 ON-SITE ALLOCATION</b>	<b>\$225,676</b>
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,232
Program Budget	\$39,116
Total Title I Allocation	\$40,348

**ESSA Assistance Status: Not Identified for Assistance**

## Sunset Elementary 2025-2026 - SPSA Draft Edits

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

### Academic Return on Investment Current Goal Analysis - Current SPSA (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		20.8 %	14.8 %	2023-2024	15.9 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		48.6 %	2023-2024	49.7 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth			42.6 %	2024-2025	43.7 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth			44.7 %	2024-2025	45.8 %
SBAC ELA - Average distance from standard	✓	2 pts	-4.5 pts	2023-2024	10.5 pts
SBAC ELA - percentage of students met/exceeded standard	✓	55 %	50 %	2023-2024	55 %
SBAC Math - Average distance from standard	✓	0 pts	1.7 pts	2023-2024	16.7 pts
SBAC Math - percentage of students met/exceeded standard	✓	55 %	52.7 %	2023-2024	57.7 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Sunset's problem of practice based on the metrics in this current goal:

**ELA - Action 1:** Not all students are reading and writing on grade level as identified on SBAC & iReadyDiagnostics. Data was collected through the California Dashboard, District Reports, and Power BI. Based on the California

Dashboard, we do not have subgroups in the red, however, the lowest performing subgroup classified in the orange are: English Learners who declined 9.5 pts. from 2023-2024.

**Math - Action 2:** Not all students are performing on grade level in math as identified on SBAC & iReady Diagnostics. Data was collected through the California Dashboard, District Reports, and Power BI. Based on the California Dashboard, we do not have subgroups in the red or orange, however, the lowest performing subgroup classified in the yellow are: English Learners who maintained a 0.6 pt difference but are 49 pts. below standard from 2023-2024.

**Progress Towards English Language Proficiency - Action 3:** Our English Learners continue to be the student group identified with the greatest disproportionality. Based on the California Dashboard, ELPI percentage had a slight increase of 2.4% in comparison to 22-23. Although our EL students have made a 2.4% increase, 68 out of 95 EL students are identified as "at risk" based on Ellevation and Power BI data. Per the California Dashboard, there are no subgroups identified in Red. However, our English Language Learner student population declined during the 23-24 school year, decreasing by 21.2 points in DFS from -72 to -93.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

ELA- Action 1:

- Not all students are entering on grade level
- Not all students have mastered foundational skills
- Students are entering current grade levels with different skillsets
- The need for continued development and refinement in foundational skills instruction for staff
- The need for developing a vertical alignment throughout grade levels and Professional Learning for writing process
- Inconsistency in PLC's not utilizing CFAs and data analysis to the fullest extent to drive instructional decisions

Math - Action 2:

- Not all students have mastered number sense, conceptual understanding, and problem-solving skills.
- Not all students have mastered math fluency
- The need for continued development and refinement in math teaching (conceptual and procedural) strategies
- Inconsistent implementation of SWJN resources and Math fluency- Teachers needed additional Professional Learning for support
- Inconsistency in PLC's not utilizing CFAs and data analysis to the fullest extent to drive instructional decisions

Progress Towards English Language Proficiency - Action 3:

- Inconsistent implementation of ELD lessons
- Inconsistency in PLC's not utilizing CFAs and data analysis to the fullest extent to drive instructional decisions for EL students
- Instruction is 80-90% in Spanish in grades TK-2. A need for professional learning and ongoing cycles of coaching to effectively implement ELD strategies during Academic English Language Development.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

ELA- Action 1:

- Strengthen Tier I instruction: Provide all teachers with Professional Learning and support the PLC Process
- Professional learning opportunities at site level targeted through the Writing process, data analysis and good first teaching strategies aligning to Teacher Clarity and Success Criteria.
- Regional/District Professional Learning (PL) for all staff to develop and refine PLC+ cycles of collective efficacy
- Grades 3-6: Coaching & Professional Learning opportunities in utilizing claims and targets to support Instruction and Strengthen the use of FIABs and IABs to support rigor and provide support with the PLC Process.
- Grades K-2: Coaching & Professional Learning for Teachers to support foundational skills, phonemic awareness, reading fluency, writing, vocabulary comprehension strategies and provide support with the PLC process.
- Tutoring/Intervention for identified students not on grade level

Math - Action 2:

- Strengthen Tier I instruction: Provide all teachers with Professional Learning and support the PLC Process
- Implementation of MLD lesson delivery for student clarity and ownership
- Professional Learning & Coaching for K-6- MLD Process, SWUN Curriculum, and Math Fluency.
- Regional/District Professional Learning (PL) for all staff to continue to develop and refine PLC+ cycles of collective efficacy
- Grades 3-6: Coaching & Professional Learning opportunities in utilizing claims and targets to support Instruction and Strengthen the use of FIABs and IABs to support rigor and provide support with the PLC Process.
- Grades K-2: Coaching & Professional Learning for Teachers to support math fluency and foundational skills.
- Tutoring/Intervention for identified students not on grade level.

Progress Towards English Language Proficiency- Action 3:

- Additional Professional Learning & coaching to support designated ELD time.
- Implementation of PLC's analyzing CFA's and data to the fullest extent to drive instructional decisions for EL students.
- Tutoring/Intervention for identified at risk students in ELPI

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

### Action 1: Academic Performance in Language Arts

Fully Implemented

Grades 3-6: The actions were fully implemented. Tiered levels of supports were implemented as students demonstrated a 20% proficiency increase change from D2 in 2023 to D2 in 2024, however a need to develop our PLC and CFA cycles of collective efficacy and data analysis is needed to refine tiered level instruction and support for students not meeting grade level standards. Limited availability to secure substitute numbers hindered opportunities for additional teacher collaboration and data analysis chats. Sunset will continue to utilize paraprofessionals, academic coach, and data chats to strengthen progress monitoring and maintain high expectations for literacy-rich Tier I and Tier II classroom instruction.

Grades K-2: The actions were fully implemented. Kindergarten ASR data showed an increase in students meeting from 29% BOY to 42% EOY, 1st grade ASR data demonstrated a decrease in students meeting from 28% BOY to 17% MOY, and 2nd grade ASR data demonstrated an increase in students meeting from 21% BOY to 31% EOY. A need for consistent implementation of reading strategies and small group instruction across grade levels. All teachers participated in Nancy Akahvan's literacy sessions to support reading strategies and foundational skills in small group instruction. Sunset will continue to utilize site-funded paraprofessionals, planning days for PLC's, academic coach, and Mbreno Interns to support, strengthen, and maintain high expectations for literacy-rich Tier I and Tier II classroom instruction.

### Action 2: Academic Performance in Mathematics

Partially Implemented

The actions were partially implemented. All grade levels participated in SWUN and MLD training in 2023-2024, however, because of limited PL time we were unable to continue in the 24-25 school year. Math coaching cycles were implemented for some PLC's, but not all. Professional learning (PL) efforts have primarily focused on literacy, leaving limited time for math-specific professional development. Due to constraints on PL and PLC time, the development and refinement of PLC cycles and Common Formative Assessments (CFAs) are ongoing. Additionally, the inability to secure substitute coverage has hindered opportunities for additional teacher collaboration, planning, and data analysis.

### Action 3: Progress Towards English Language Proficiency (ELPI)

Partially Implemented

The actions were partially implemented. Although our EL students have made a 2.4% increase, from 46.2% making ELPI progress in 2023 to 48.6% progress in 2024, 68 of the 95 EL students are identified as "at risk" based on Ellevation and Power BI data. Most of our PLCs have attended the ELD grade level trainings offered through our multilingual department, however, some PLC's did not attend the training this year. Additional coaching and professional learning is needed for staff to fully implement ELD lessons. Sunset will continue funding a paraprofessional to support with testing and ELD lessons in the classroom.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

#### Action 1: Academic Performance in Language Arts

Partially Effective

The actions were Partially Effective. SBAC data from the California Dashboard shows overall 50% students Meets or Exceeds Standards, -4.5 points below standard with an overall growth of 5% and a 9pt increase in DFS. California Dashboard did not identify any red subgroups; however, site focus groups continue to be our English Learners. The California Dashboard indicates our English Learners 59 points below the standard with a decline of 9.5 points from 2023 to 2024. This indicates a need for further improvement.

#### Action 2: Academic Performance in Mathematics

Effective

The actions were Effective. SBAC data from the California Dashboard shows overall 52% students Meets or Exceeds Standards, 1.7 points above standard with an overall growth of 7% and a 16.6 pt increase in DFS. California Dashboard did not identify any red subgroups; however, site focus groups continue to be our English Learners. The California Dashboard indicates our English Learners 27.9 points below the standard with an **increase** of 16 points DFS from 2023 to 2024.

#### Action 3: Progress Towards English Language Proficiency (ELPI)

Effective

The actions were Effective. ELPI data indicates an overall increase of 2.4% of students progressing at least 1 ELPI level. The level of progress of ELPI increased from 46.2% in 2023 to 48.6% in 2024. This demonstrates a positive impact, however, a need to strengthen ELD instruction is needed to focus on our "at risk" population leading to increasing the percentage of progress in ELPI.

### Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

After an analysis of the current SPSA actions and budget, Sunset will implement the following modifications in the 25-26 school year to improve student outcomes in all grade levels:

#### **ELA:**

- Provide focused professional development in improving writing instruction which may include sub release or supplemental contracts.
- Supplemental contracts for paraprofessionals to receive professional learning, from our academic coach, focusing on reading foundational skills and targeted instruction when tutoring students.
- Additional Planning Days will be provided for Teachers for PLC Planning and grade-level walkthroughs.

#### **Math:**

- Supplemental contracts for paraprofessionals to tutor and receive professional learning, from our academic coach, facilitate early intervention for struggling students and reinforce math concepts and fluency.
- Professional learning is needed to support the PLC+ process and build teacher capacity in implementing effective research-based Math PL around mathematical practices, SWUN math, and small group RTI.

#### **Progress Towards English Language Proficiency:**

- Professional learning is needed to support the PLC+ process and build teacher capacity in implementing effective ELD lessons, strategies, and assessments to progress monitor English Learner growth.

We will continue to focus on the regional literacy work in reading foundational skills in K-2nd grade, RTI with the support of our Academic Coach, Moreno Institute, ENP tutors, PLC+ cycles that provide data-driven instructional

decisions, CFA, FIABs, IABs, and good first teaching. We will continue with quarterly PLC planning for highly effective ELA and Math instruction using subs for PLC planning days, peer observations to observe best practices with support from admin & Academic coach. The admin will hold quarterly teacher data chats to review progress monitoring, goal setting, targeted students, and classroom walk-throughs, followed by targeted teacher feedback.

**Section D: 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.

**SSC:**

Feedback provided based on the Needs Assessment:

- Certificated tutor for the RTI program
- Substitutes for teacher collaboration days
- Instructional materials
- Student Incentives & more recognition for Academic Progress
- Supplemental Contracts for Tutoring
- Attendance Incentives

**ELAC:**

Feedback provided based on the Needs Assessment:

- Supplemental Contract for ELPAC Assessment
- Bilingual Instructional Para for EL students
- Bilingual Instructional Paras to support with reading intervention and Kindergarten
- Instructional materials
- Adding more activities and sports for more grade levels to encourage coming to school.

**Staff:**

Feedback provided based on the Needs Assessment:

- Better incentives for students that move up on I-Ready and SBAC assessments
- Testing incentives for passing SBAC/iReady
- Sub release for grade level planning days
- Grade Level planning day (prior to beginning of school and quarterly)
- Sub release for Peer observations
- Sub release of SST/IEP's
- ELPAC assessors
- Graphics
- Snacks for PL
- Snacks for Testing Student awards/incentives
- Professional Learning training opportunities
- Site Licenses/Subscriptions (grade level specific)
- School wide structured writing program

**Action 1 :**

## Academic Performance in Language Arts

**Action Details:**

Sunset Elementary will implement a multi-tiered system (MTSS) of supports for English Language Arts & Spanish Language Arts designed to develop and fortify foundational skills in early literacy and improve comprehension of complex text. Teachers will provide daily and targeted differentiated instruction through small group and whole-class direct instruction to ensure grade level standards are covered. PLCs will continue implementing Cycles of Continuous Efficacy to analyze Common Formative Assessments and will continue using Progress Monitoring data sheets to measure student mastery of standards.

**Tier 1:**

- All teachers will continue implementing strategies that support differentiated instruction through the use of the GVC (Maravillas, Wonders, Estrellitas) and PLC-developed instructional materials, which are implemented daily in all classrooms. Preschool through 1st grade will continue participating in Regional Literacy plan to support and improve instructional practices for foundational skills through Literacy Walks & professional learning with Nancy Akhavan utilizing GVC resources such as Heggerty, Estrellita, & Maravillas 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.

**Tier 2:**

- Struggling learners, identified through assessments like iReady, BPST, BAS, CFAs, IABs, FIABs, FSA, will receive targeted support. All grade levels K-6, with the support of a paraprofessional, will continue with a designated Response to Intervention block in their daily schedule to address gaps in literacy. Identified students, based on CFAs, iReady diagnostics, & ASR will have 6–8-week intervention sessions with teacher or trained bilingual instructional aid to progress monitor growth. TK-1 students will receive priority for after-school intervention.

**Tier 3:**

- Students not demonstrating growth in 2 sessions of intervention (12 weeks) will be brought to the team through the SST process to determine if formal assessment is needed.

**Goal: By June 2026, Sunset Elementary will increase distance from standards in ELA from -5 to +10 with an increase of students meeting proficiency from 50% to 55% as measured by the Smarter Balanced Summative Assessment (SBAC).**

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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**Tier 1:**

- Graphics to support literacy instruction through anchor charts, reusable graphic organizers, decodable books, and other related items to provide additional reading practice for students.
- Language Arts Guaranteed and Viable Curriculum resources and materials.
- School site licenses for programs that support literacy, including but not limited to RAZ-Kids, Scholastics, and other digital means.
- Extra salaries for instructional aides/classified to support intervention and extra support for students.
- 5 (3hr) Bilingual Instructional Aides to support in class literacy instruction (K-2)
- Classroom 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.
- Professional Learning Conferences/Travel opportunities supported by FUSD, Edison Region, or site.
- Provide professional development for teachers to analyze students' reading foundational needs, determine and address the skills students need to succeed in grade-level content, align assessment implementation, and plan differentiation using a standards-based rubric.
- Inclusive practices to increase mainstreaming time for SPED students and provide all students with equitable access to succeed.
- Teacher substitutes and supplemental contracts for grade level planning, peer observation, assessment (BAS testing), SSTs, data chats and professional learning.
- Technology to support delivery of instruction and replace items such as, document cameras, poster maker, tablets, headphones, and other accessories/supplies, as needed.
- Reading incentives and awards, including but not limited to field trips, dances, assemblies, food, and celebration supplies.
- Incentives and award recognition for EL students with reclassification and ELPI level growth.
- Resources and supplemental contracts to facilitate professional learning opportunities for certificated and classified staff, focused on building capacity to effectively teach literacy skills.
- Student data chats and goal setting conducted by classroom teacher.
- School-wide implementation of a coherent writing program (TK-6<sup>th</sup> grade)
- Consistent use of SBAC-aligned assessments (IABs & FIABs) to support standards-based instruction using online tools, site-based refinement, and common assignments.
- Consistent use of progress monitoring data sheets to track students' progress as measured by CFAs
- Provide EL students structured opportunities for daily practice aligned with EL standards.
- Administrative Team Continuous Cycle of Review around Problem of Practice (PLC+ and 4 Grounding Questions).
- Administrative Team Instructional Walks utilizing IPG Data collection for feedback.

**Tier 2:**

- Teacher sub-release days to attend lesson studies, classroom visits, Data Chats, SSTs, and IEPs. Teachers and ALL students will hold quarterly goal-setting chats to discuss their i-Ready goals, common assessment goals, EL re-classification goals, and attendance goals, as applicable.
- Teachers will continue providing intervention through the RTI process with the support of Resource Specialist, Bilingual Paraprofessionals, Moreno Institute tutors, and ENP tutors.
- School site licenses for programs that support literacy, including but not limited to RAZ-Kids, Scholastics, and other digital means.
- Tier 2 specialist & HSL to assist students with behaviors and attendance that impact academic achievement at grade level.
- EL Data Chats to set expectations and commitments for student linguistic and academic achievement.
- Provide EL students with opportunities to engage in ELPAC-type tasks appropriate to their proficiency levels.
- Bilingual paraprofessionals will provide after school tutoring for identified TK-2 students in early literacy foundational skills.
- Students in TK-6 will receive differentiated small-group instruction as part of the ELA block.

- Mileage for home visits and parent engagement outreach.
- Supplemental contracts for instructional aides/classified staff for intervention and student support.

**Tier 3:**

- Student referrals to the Student Study Team (SST) as needed to determine intervention needs or testing.
- Supplemental contracts for teachers & classified staff to provide extended learning opportunities for identified students after school.
- School site licenses for programs that support literacy, including but not limited to RAZ-Kids, Scholastics, and other digital means.
- Graphics to support literacy instruction through anchor charts, reusable graphic organizers, decodable books, and other related items to provide additional reading practice for students.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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. Our English Language Learner student population didn't make significant growth during the 23-24 school year in math, maintaining a 1.5-point difference in DFS from -51 to -49. Additionally, our English Language Learner student population declined during the 23-24 school year, decreasing by 21.2 points in DFS from -72 to -93 in ELA. Continued supports will be provided for English Learner subgroup because they continue to be a focused student group at our school site. 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 and more opportunities for certificated and classified training with ELD task types. To support academic growth with our EL population, we will:

- Continue to fund a bilingual paraprofessional to provide ELD classroom support & Newcomer support
- Extra pay contracts for certificated and classified to provide instructional support for targeted EL students (at risk) during after school
- Purchasing materials, technology, resources and digital subscriptions to support students, parent training & engagement
- Purchasing incentives & food to celebrate ELPI growth and Re-designation celebration for families and students
- Graphics to provide supplemental resources such as readers & certificates for students.
- Providing substitute release time for teacher planning for designated ELD

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

Sunset will continue to focus on Tier 1 first-good instruction throughout the year through professional development, classroom observations, and teacher feedback using the IPG tool and the PLC+ Rubric and Cycles of Collective Efficacy. With 7090/7091 funds Sunset will plan to support English Learner students by:

- Providing substitute release time for teacher planning for designated ELD
- Materials and supplies, including books to be used at home to support English Language Learners
- Replacing and adding technology (hardware & software) to promote English Language acquisition
- Funding bilingual paraprofessionals to support English Language learner students
- Incentives to promote attendance, increase parent participation, & student achievement.
- Dual Language teachers will attend the ATDLE Two-Way and Dual Language Education Conference in the 2025-2026 school year.
- Funding supplemental contracts for certificated and classified staff to provide after school tutoring for English Learners
- Graphics to provide supplemental resources such as readers & certificates for students
- Extra pay contract for classified to support with ELPAC testing.

**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.

- Daily and schoolwide Designated English Language Development (ELD)
- Integrated ELD implemented throughout the day.
- Continue professional Learning opportunities focused on ELD language domains and task types, supported by the Multilingual department.
- Support from paraprofessionals
- Full implementation of the Teaching and Learning Cycle
- Supplemental contracts for ELPAC assessors
- Home School Liaison to support and communicate with parents.
- 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).
- Reclassification celebration

## Student Groups

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

### **English Learner (EL):**

- Bilingual Paraprofessionals to provide targeted intervention in English Language Arts (ELA) during and after school.
- Supplemental materials & supplies as needed for differentiated support & Parent Workshops
- Providing technology resources such as headphones, tablets, & learning software to enhance literacy skills
- Providing extra pay contracts to certificated & classified to provide targeted after school tutoring & receive professional learning with reading intervention literacy skills by our academic coach.
- Provide substitute release time for certificated teachers to receive professional learning & planning time for designated & integrated ELD
- Extra pay contracts for classified employees to babysit during ELAC and parent meetings

### **Students with Disabilities (SWD):**

- Purchasing materials & supplies, such as decodable readers, workbooks from graphics and other resources that can support at-home learning
- Providing technology resources such as headphones, tablets, & learning software to enhance literacy skills
- Providing extra pay contracts to certificated & classified to provide targeted after school tutoring
- Providing extra pay contracts to certificated & classified to provide targeted after school tutoring & receive professional learning with reading intervention literacy skills by our academic coach.

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

### **Planned expenses to support targeted subgroups will include:**

#### **English Learner (EL):**

- Bilingual Paraprofessionals to provide targeted intervention in English Language Arts (ELA) during and after school.
- Supplemental materials & supplies as needed for differentiated support & Parent Workshops
- Incentives to motivate students meeting goals & food to celebrate student growth in ELPAC with families.
- Providing technology resources such as headphones, tablets, & learning software to enhance literacy skills
- Providing extra pay contracts to certificated & classified to provide targeted after school tutoring & receive professional learning with reading intervention literacy skills by our academic coach.
- Provide substitute release time for certificated teachers to receive professional learning, planning time for designated & integrated ELD, data chats with admin and students.
- Provide substitute release time for certificated teachers (K-2) to assess student foundational skills and plan for early intervention.

#### **Students with Disabilities (SWD):**

- Purchasing materials & supplies, such as decodable readers, workbooks from graphics and other resources that can support at-home learning
- Purchasing access to online platforms and evidenced-based digital interventions that provide personalized learning pathways
- Providing technology resources such as headphones, tablets, & learning software to enhance literacy skills
- Providing extra pay contracts to certificated & classified to provide targeted after school tutoring
- Providing extra pay contracts to certificated & classified to provide targeted after school tutoring & receive professional learning with reading intervention literacy skills by our academic coach.

As a site: What are the planned actions to support this student group?

**Planned actions to support targeted subgroups will include:**

**English Learner (EL)**

- Teachers will implement ELD lessons provided by the district Multilingual department
- Coaching cycles, with the support of our Multilingual department and academic coach using progress monitoring tool to track data in PLCs.
- Goal Setting & Data Chats with students by teachers & admin
- Quarterly data chats with PLCs and admin
- Use formative assessments and progress monitoring tools to track student growth
- Quarterly data chats with admin to progress monitor and provide support to teachers
- ELPAC Assembly to promote test-taking strategies & goal setting in domains
- Support from our HSL to support families with communication of ELAC meetings and ELPAC

**Students with Disabilities (SWD):**

- Provide additional support from our bilingual instructional aids in support of grade level standards during core instruction
- Provide after school tutoring support from bilingual instructional aids with targeted skills in small group
- Data chats and goal setting aligned with iReady diagnostic, ASR, SBAC
- Use formative assessments and progress monitoring tools to track student growth
- Quarterly data chats with PLCs and admin

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will achieve these changes in knowledge and learning by:</p> <ul style="list-style-type: none"> <li>• Teachers will effectively implement Tier 1 instruction with aligned assessments.</li> <li>• Tier 2 and 3 interventions will be structured and targeted based on assessment results.</li> <li>• Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) &amp; site-developed walkthrough monitoring log for teacher feedback and admin alignment/calibration.</li> <li>• Ensure weekly visits for all classes &amp; feedback on grounding questions: What are you learning, how do you know you've learned it, and why is it important.</li> <li>• Identifying patterns and trends to align professional learning with site needs.</li> <li>• Classroom visitation findings to be shared and reflected on with ILT for next steps.</li> </ul> <p><b><i>Outcomes will be measured by Principal, VP, Academic Coach and teachers.</i></b></p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will shape these behaviors by utilizing district benchmark, iReady Diagnostic reading assessments, including FSA, BAS, TK FSA, Progress Monitoring Data Sheets with quarterly CFAs, and SBAC Interim assessments:</p> <ul style="list-style-type: none"> <li>• K-2nd: Progress Monitoring Data Sheets with quarterly benchmarks that include Regional FSA, ASR, CFAs, Fluency, &amp; BAS measuring student outcomes &amp; goal setting.</li> <li>• 3rd - 6th: Progress Monitoring Data Sheets with quarterly benchmarks that include IABs, FIABs, iReady Diagnostic, ASR measuring student outcomes &amp; goal setting.</li> <li>• Strengthened intervention structures &amp; progress monitoring, resulting in accelerated progress for struggling readers.</li> <li>• Effective collaboration within PLCs leading to refined instructional practices.</li> </ul> <p><b><i>Outcomes will be measured by Principal, VP, Academic Coach, ILT and teachers.</i></b></p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will ultimately achieve these impacts by increasing the number of SBAC students who meet and exceed the reading standards from 50% to 55% and increasing the distance from the standards met from -5 to 10.</p> <ul style="list-style-type: none"> <li>• A sustainable, data-driven instructional culture embedded in PLC practices.</li> <li>• Reduced need for intensive Tier 3 interventions due to strong foundational literacy development in early grades.</li> <li>• Outcomes measured by growth from distance from standard</li> </ul> <p><b><i>The Principal, Vice Principal, Academic Coach, ILT, PLCs, and teachers monitor outcomes.</i></b></p>

**Action 2 :**

**Academic Performance in Mathematics**

**Action Details:**

Sunset will implement a comprehensive and balanced MATH instructional program with an emphasis on daily targeted and differentiated instruction for all students to promote fluency and proficiency in grade level state standards through implementation of Math Lesson Design, Reflex Math, Beyond the Basic Facts, and a continuous use of a Multi-tiered System of Supports (MTSS) to ensure all students grow one grade level or beyond in math proficiency. PLCs will continue implementing Cycles of Continuous Efficacy to analyze Common Formative Assessments and will continue using Progress Monitoring data sheets to measure student mastery of standards.

**Tier 1:**

- All teachers will continue implementing strategies that support differentiated instruction through the use of the GVC (Go Math), SWJUN resources, PLC-developed instructional materials, Math fluency resources, CFAs, and consistent demonstration of the Mathematical Practices in all classrooms. Academic Coach will support with coaching cycles, side by side teaching and PLC support with planning and backward mapping. Continued professional learning and implementation of MLD protocols and three reads.

**Tier 2:**

- Struggling learners, identified through assessments like iReady, BPST, CFAs, IABs, & FIABs will receive targeted support through analysis of CFAs. Small group targeted instruction will be provided during Math block by teacher

or paraprofessional. Identified students, based on CFAs, iReady diagnostics, & ASR will have 6–8-week intervention sessions with teacher or trained bilingual instructional aid to progress monitor growth. TK-1 students will receive priority for after-school intervention.

**Tier 3:**

- Students not demonstrating growth in 2 sessions of intervention (12 weeks) will be brought to the team through the SST process to determine if formal assessment is needed.

**Goal: By June 2026, Sunset Elementary will increase distance from standards in Math from 1 to 16 with an increase of students meeting proficiency from 52% to 57% as measured by the Smarter Balanced Summative Assessment (SBAC).**

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

**Tier 1:**

- Continue school-wide use of the *Mathematical Practices* (conceptual and procedural) and focused reteaching
- Continued implementation of *MLD* structures for lesson delivery.
- Continued development of targeted *POD* lessons to align with data analysis of reteaching for student mastery
- School site licenses for programs that support math instruction, including but not limited to *Next Gen Math*, *Reflex Math*, *SWUN Math*, and other digital means.
- Extra salaries for instructional aides/classified to support intervention and extra support for students.
- Bilingual Instructional Aides to support in class math fluency skills
- Classroom 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.
- Direct maintenance and repairs of technology and other.
- 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.
- Teacher substitutes and supplemental contracts for grade level planning, peer observation, assessment (BAS testing), SSTs, data chats and professional learning.
- Technology to support delivery of instruction and replace items such as, document cameras, poster maker, tablets, headphones, and other accessories/supplies, as needed.
- Incentives and awards, including but not limited to field trips, dances, assemblies, food, and celebration supplies for math.
- Graphics to support instruction through anchor charts, reusable graphic organizers, and other related math charts.
- Resources and supplemental contracts to facilitate professional learning opportunities for certificated and classified staff, focused on building capacity to effectively teach math concepts & fluency skills.
- Student data chats and goal setting conducted by classroom teacher.
- Consistent use of SBAC-aligned assessments (IABs & FIABs) to support standards-based instruction using online tools, site-based refinement, and common assignments.
- Consistent use of progress monitoring data sheets to track students' progress as measured by CFAs
- Administrative Team Continuous Cycle of Review around Problem of Practice (PLC+ and 4 Grounding Questions).
- Administrative Team Instructional Walks utilizing IPG Data collection for feedback.

**Tier 2:**

- Teachers will continue providing intervention through the RTI process with the support of Resource Specialist, Bilingual Paraprofessionals, Moreno Institute tutors, and ENP tutors.
- Graphics to support math instruction through anchor charts, reusable graphic organizers, decodable books, and other related items to provide additional reading practice for students.
- Tier 2 specialist & HSL to assist students with behaviors and attendance that impact academic achievement at grade level.
- Teacher substitutes for student referrals to the Student Study Team (SST) as needed to determine intervention supports
- Mileage for home visits and parent engagement outreach.
- Supplemental contracts for instructional aides/classified staff for intervention, professional learning and student support.

**Tier 3:**

- Student referrals to the Student Study Team (SST) as needed to determine intervention needs or testing.
- Supplemental contracts for teachers & classified staff to provide extended learning opportunities for identified students after school.
- School site licenses for programs that support math fluency & literacy, including but not limited to *Reflex/Frax*, *NextGen*, and other digital means.

**English Learner Students: Specify enhanced services for EL students:** Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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*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. Our English Language Learner student population didn't make significant growth during the 23-24 school year in math, maintaining a 1.5-point difference in DFS from -51 to -49. Additionally, our English Language Learner student population declined during the 23-24 school year, decreasing by 21.2 points in DFS from -72 to -93 in ELA. Continued supports will be provided for English Learner subgroup because they continue to be a focused student group at our school site. 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 and more opportunities for certificated and classified training with ELD task types. 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. To support academic growth with our EL population, we will:*

- Continue to fund a bilingual paraprofessional to provide in classroom support in Math & RTI Block
- Extra pay contracts for certificated and classified to provide instructional support for targeted EL students (at risk) during after school
- Purchasing materials and supplies to support parent training
- Extra salaries for instructional aides/classified to support intervention and extra support for students.

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

*Sunset will continue to focus on Tier 1 first-good instruction throughout the year through professional development, classroom observations, and teacher feedback using the IPG tool and the PLC+ Rubric and Cycles of Collective Efficacy. With 7090/7091 funds Sunset will plan to support English Learner students by:*

- *Providing substitute release time for teachers to plan instruction.*
- *Materials and supplies to provide access to Math concepts for ELs.*
- *Replacing and adding technology (hardware & software) to promote English Language acquisition*
- *Funding bilingual paraprofessionals to support English Language learner students*
- *Incentives to promote attendance, increase parent participation, & student achievement.*
- *Funding supplemental contracts for certificated and classified staff to provide after school tutoring for English Learners*

**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.
- Daily and schoolwide Designated English Language Development (ELD)
- Integrated ELD implemented in all content area.
- Continue professional Learning opportunities focused on ELD language domains and task types, supported by the Multilingual department.
- Support from paraprofessionals
- EL After School Program
- Supplemental contracts for tutoring
- Home School Liaison to support and communicate with parents.
- 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.

## Student Groups

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

We do not have student groups in red.

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

We do not have student groups in red.

As a site: What are the planned actions to support this student group?

We do not have student groups in red.

## Progress Monitoring: Outcomes

**Reasoning for using this action**

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will achieve these changes in knowledge and learning by:</p> <ul style="list-style-type: none"> <li>Teachers will effectively implement Tier 1 instruction with aligned assessments.</li> <li>Tier 2 and 3 interventions will be structured and targeted based on assessment results.</li> <li>Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) &amp; site-developed walkthrough monitoring log for teacher feedback and admin alignment/calibration.</li> <li>Ensure weekly visits for all classes &amp; feedback on grounding questions: What are you learning, how do you know you've learned it, and why is it important.</li> <li>Identifying patterns and trends to align professional learning with site needs.</li> <li>Classroom visitation findings to be shared and reflected on with ILT for next steps.</li> </ul> <p><b>Outcomes will be measured by Principal, VP, Academic Coach and teachers.</b></p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will shape these behaviors by utilizing district benchmark, iReady Diagnostic and Progress Monitoring Data Sheets with quarterly CFAs, and SBAC Interim assessments:</p> <ul style="list-style-type: none"> <li>Strengthened intervention structures &amp; progress monitoring, resulting in accelerated progress for students struggling with math concepts/fluency.</li> <li>Effective collaboration within PLCs leading to refined instructional practices.</li> <li>Strengthen school wide use of the Mathematical practices and focused reteaching.</li> </ul> <p><b>Outcomes will be measured by Principal, VP, Academic Coach, ILT and teachers.</b></p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will ultimately achieve these impacts by increasing the number of SBAC students who meet and exceed the reading standards from 52% to 57% and increasing the distance from the standards met from 1 to 16.</p> <ul style="list-style-type: none"> <li>A sustainable, data-driven instructional culture embedded in PLC practices.</li> <li>Outcomes measured by growth from distance from standard</li> </ul> <p><b>The Principal, Vice Principal, Academic Coach, ILT, PLCs, and teachers monitor outcomes.</b></p>

**Action 3 :**

**Progress Towards English Language Proficiency (ELPI)**

**Action Details:**

Sunset will 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 progress by at least one proficiency level, eventually moving EL students closer to proficiency & reclassification.

**Tier 1:**

- All teachers will implement ELD lessons during Academic English Language Development and strategies that ensure EL students are accessing ELD standards and ELPAC task types focusing on the four domains of listening, speaking, reading, and writing. Academic Coach will support with coaching cycles, side by side teaching and PLC support with planning and backward mapping. Continued professional learning and implementation of ELD standards utilizing our GVC (Wonders).

**Tier 2:**

- Struggling learners, identified through assessments like iReady, CFAs, IABs, & FIABs will receive targeted support through analysis of all assessments. Small group targeted instruction will be provided during Academic English Language Development block by teacher or paraprofessional. Identified students, based on CFAs, iReady diagnostics, & ASR will have 6–8-week intervention sessions with teacher or trained bilingual instructional aid to

progress monitor growth. 1st - 3rd identified students will receive priority for after-school EL intervention.

**Tier 3:**

- Students not demonstrating growth in 2 sessions of intervention (12 weeks) will be brought to the team through the SST process to determine if formal assessment is needed.

**Goal: By June 2026, the number of students who progress at least one ELPI level will increase by 5% from 48% to 53% as measured by ELPAC.**

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

• **Tier 1:**

- Graphics to support literacy instruction through anchor charts, reusable graphic organizers, decodable books, and other related items to provide additional reading practice for EL students.
- Language Arts Guaranteed and Viable Curriculum resources and materials.
- School site licenses for programs that support literacy, including but not limited to RAZ-Kids, Scholastics, and other digital means.
- Extra salaries for instructional aides/classified to support intervention and extra support for students.
- Bilingual Instructional Aides to support in literacy instruction (K-2)
- Classroom 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.
- Funds to organize and support multicultural events that highlight and teach students about the diverse cultures on campus.
- Teacher substitutes and supplemental contracts for grade level planning, peer observation, assessment (BAS testing), SSTs, data chats and professional learning.
- Technology to support delivery of instruction and replace items such as, document cameras, poster maker, tablets, headphones, and other accessories/supplies, as needed.
- Incentives and award recognition for EL students with reclassification and ELPI level growth.
- Resources and supplemental contracts to facilitate professional learning opportunities for certificated and classified staff, focused on building capacity to effectively teach literacy skills.
- EL Data Chats to set expectations and commitments for student linguistic and academic achievement.
- Consistent use of progress monitoring data sheets to track students' progress as measured by CFAs
- Provide EL students with opportunities to engage in ELPAC-type tasks appropriate to their proficiency levels
- Provide EL students structured opportunities for daily practice aligned with EL standards.
- Administrative Team Continuous Cycle of Review around Problem of Practice (PLC+ and 4 Grounding Questions).
- Administrative Team Instructional Walks utilizing IPG Data collection for feedback.

**Tier 2:**

- Bilingual Instructional Aides to support in literacy instruction (K-2)
- Teacher sub-release days to attend lesson studies, classroom visits, Data Chats, SSTs, and IEPs.
- Teachers and ALL students will hold quarterly goal-setting chats to discuss their i-Ready goals, common assessment goals, EL re-classification goals, and attendance goals, as applicable.
- Tier 2 specialist & HSL to assist students with behaviors and attendance that impact academic achievement at grade level.
- Bilingual paraprofessionals & ENP tutors will provide after school tutoring for "at risk" ELs
- Students in TK-6 will receive differentiated small-group instruction as part of the ELA block
- Mileage for home visits and parent engagement outreach.
- Supplemental contracts for instructional aides/classified staff for intervention and student support.

**Tier 3:**

- Student referrals to the Student Study Team (SST) as needed to determine intervention needs or testing.
- Supplemental contracts for teachers & classified staff to provide extended learning opportunities for identified students after school.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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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. Our English Learners demonstrated a 2.4% increase in proficiency from the prior year in ELPAC (2023).*

**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 and more opportunities for certificated and classified training with ELD task types. To support academic growth with our EL population, we will:*

- *Continue to fund a bilingual paraprofessional to provide ELD classroom support & Newcomer support*
- *Extra pay contracts for certificated and classified to provide instructional support for targeted EL students (at risk) during after school*
- *Purchasing materials, technology, resources and digital subscriptions to support students, parent training & engagement.*
- *Purchasing incentives & food to celebrate ELPI growth and Re-designation celebration for families and students*
- *Graphics to provide supplemental resources such as readers & certificates for students.*
- *Providing substitute release time for teacher planning for designated ELD*
- *After School Tutoring for "at risk" ELs*

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

*Sunset will continue to focus on Tier 1 first-good instruction throughout the year through professional development, classroom observations, and teacher feedback using the IPG tool and the PLC+ Rubric and Cycles of Collective Efficacy. With 7090/7091 funds Sunset will plan to support English Learner students by:*

- *Providing substitute release time for teacher planning for designated ELD*
- *Materials and supplies, including books to be used at home to support English Language Learners*
- *Replacing and adding technology (hardware & software) to promote English Language acquisition*
- *Funding bilingual paraprofessionals to support English Language learner students*
- *Incentives to promote attendance, increase parent participation, & student achievement.*
- *Dual Language teachers will attend the ATDLE Two-Way and Dual Language Education Conference in the 2025-2026 school year.*
- *Funding supplemental contracts for certificated and classified staff to provide after school tutoring for English Learners*
- *Graphics to provide supplemental resources such as readers & certificates for students*
- *Extra pay contract for classified to support with ELPAC testing.*

**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.*
- *Daily and schoolwide Designated English Language Development (ELD)*
- *Integrated ELD implemented throughout the day.*
- *Continue professional Learning opportunities focused on ELD language domains and task types, supported by the Multilingual department.*
- *Support from bilingual paraprofessionals*
- *After School tutoring for "at risk" ELs*
- *Supplemental contracts for ELPAC assessors*
- *Home School Liaison to support and communicate with parents.*
- *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).*

## Student Groups

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

See answers to questions 1-4 above.

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

See answers to questions 1-4 above.

As a site: What are the planned actions to support this student group?

See answers to questions 1-4 above.

## Progress Monitoring: Outcomes

**Reasoning for using this action**

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**  
Expect to see

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*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

---

We will achieve these changes in knowledge and learning by:

- Teachers will effectively implement Tier 1 instruction with aligned assessments.
- Tier 2 and 3 interventions will be structured and targeted based on assessment results.
- Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) & site-developed walkthrough monitoring log for teacher feedback and admin alignment/calibration.
- Ensure weekly visits for all classes & feedback on grounding questions: What are you learning, how do you know you've learned it, and why is it important.
- Identifying patterns and trends to align professional learning with site needs.
- Classroom visitation findings to be shared and reflected on with ILT for next steps.

***Outcomes will be measured by Principal, VP, Academic Coach and teachers.***

**Medium-Term (Change in Behavior or Performance)**  
Want to see

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*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

---

We will shape these behaviors by utilizing district benchmark, iReady Diagnostic reading, ELPAC Proficiency Levels & Progress Monitoring Data Sheets with quarterly CFAs:

- Strengthened intervention structures & progress monitoring, resulting in accelerated progress for "at risk" EL population.
- Effective collaboration within PLCs leading to refined instructional practices.

***Outcomes will be measured by Principal, VP, Academic Coach, ILT and teachers.***

**Long-Term (Change in Condition)**  
Hope to see

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*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

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We will ultimately achieve these impacts by increasing the number of students who progress one ELPI level and improve proficiency from 48% to 53% as measured by the ELPAC.

- A sustainable, data-driven instructional culture embedded in PLC practices.
- Reduced the number of EL students "at risk" due to strong teaching practices in ELD.
- Outcomes measured by growth from distance from standard

***The Principal, Vice Principal, Academic Coach, ILT, PLCs, and teachers monitor outcomes.***

# 2025-2026 SPSA Budget Goal Subtotal

## State/Federal Dept 0435 Sunset Elementary

### 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			Teacher subs 18(subs for PLC planning, SSTs, data chats, BAS) **No IEPs or 504s**	5,437.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom	14,343.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom	17,627.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for 44 (PLC planning 3X, SSTs-10, chats-4, BAS K-2-18)	11,856.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers (tutoring, PL, Planning)	10,788.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Instructional Aide Supplementals for tutoring (1458 hrs. 81 days)	34,354.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books, digital licenses, subscriptions, materials	13,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support academics and student engagement	25,759.00
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 / PERSACTHST – CHANGE: VR 1035992 - Diaz,Loruhama: POSCHANGE - VOL TRN	16,321.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom	15,475.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials, supplies, and services to support academics and student engagement (field trips obj 5721/4300 and assemblies-obj 5899)	2,395.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Headware/Software/Technology	3,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom	15,243.00
G1A4	Sup & Conc	Instruction	Ins Aide-Sup			Supp C. for ELPAC Assessment (120 hours)	9,637.00

**\$197,735.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	87.8 %	87.9 %	2024-2025	91 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the Climate and Culture Survey Domain- Student centered and Real-world Experiences there was an increase of 5% from Fall 2023 to Fall 2024. There seems to be a pattern based on when the survey is administered. The fall survey tends to have higher percentages, which then decrease for the spring surveys. Over the years the difference has been the following: Fall 2022 84% to Spring 2023 76%, Fall 2023 83% to Spring 2024 80%.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Opportunities for adding additional student involvement were limited due to lack of available staff for coaching clubs and programs beyond what currently offered.
- The connection between student-centered, real-world experiences, and learning needs to be more intentionally explained in learning intentions
- There is a need for support staff to model SEL skills and provide intentional feedback to students consistently, during recess and in the cafeteria

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Offer supplemental contracts/incentives to staff members to organize and manage student clubs
- Outreach to school community to provide additional clubs and programs beyond what currently is in place
- Provide additional training for support staff including topics of SEL and providing feedback to students

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Cultural Awareness and Competencies for Workplace Success

Fully Implemented

- Sunset Elementary promotes cultural awareness, character, and workplace competencies for students with the expectation of being college and career ready.
- Promoted pillar of character through student of the month and morning announcements
- After-school program provided opportunities for students to have real-world experiences

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Cultural Awareness and Competencies for Workplace Success

Effective

We meet the following goal: 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.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will work on the following to increase students' real word learning experiences:

- Offer supplemental contracts/incentives to staff members to organize and manage student clubs
- Outreach to school community to provide additional clubs and programs beyond what currently is in place both in school and in the after-school program
- Provide additional training for support staff including topics of SEL and providing feedback to students

**Section D: 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.

SSC:

Feedback provided based on the Needs Assessment:

- Bilingual Paraprofessionals to support in classrooms
- Additional planning time for teachers as needed.

ELAC:

Feedback provided based on the Needs Assessment:

- Supplemental Contract for ELPAC Assessment
- Bilingual Instructional Para for EL students

Staff:

Staff rated the following as most important

- Teacher substitutes for Quarterly planning, Student Success Teams meetings (SSTs), Individualized Education Program

- Extra pay contracts for after school tutoring for teachers and classified employees
- Support with SEL resources and professional learning
- Instructional materials
- Student Incentives & more recognition for Academic Progress

- Bilingual Instructional Paras to support with reading intervention and Kindergarten
- Instructional materials

- Meetings (IEPs), and Data Chats.
- Materials & Supplies to Support Academics: Instructional supplies – all materials that support instruction
- Copy Machine/Printers: Lease and Maintenance of office copy machine and teachers printers
- Site Licenses/Subscriptions
- Professional Learning Conferences: DLI Conference and other professional development opportunities for teachers

## Action 1 :

### Student Engagement Through Real-life Experiences

#### 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 2025, the percent favorable in student-centered/real world experiences will increase by 3% from 88% to 91% as measured by the 2024 Fall-Climate and Culture Student survey.**

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

- 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.

## Student Groups

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

**English Learner (EL):**

- Tier 2 and 3 support provided by bilingual instructional aides
- Classroom technology to support student learning will be provided to each classroom.
- Supplemental contracts to support with parent participation meetings (ELAC, SSC)

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

**English Learner (EL):**

- Materials and supplies to support student engagement and attendance
- Classroom technology to support daily instruction
- Classified tutoring support of student learning
- Provide food, materials, and supplies to strengthen family-school connections through continued family events, reinforcing parent involvement and community engagement

As a site: What are the planned actions to support this student group?

**English Learner (EL):**

- Supplemental contracts to encourage culturally relevant curriculum through clubs and activities to build shared knowledge and engage English Learners
- Celebrating cultural holidays, such as Dia de Muertos, Dia de Nino, Black History Month
- Students celebrate the power of being bilingual in announcements, ELPAC assembly
- Continue to communicate with parents on the importance of field trip participation

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Increased student participation in extracurricular activities, leading to higher school engagement and a stronger sense of belonging.

- Greater access to diverse learning experiences through assemblies, guest speakers, and real-world field trips.
- Continued implementation of meaningful student jobs, providing leadership and responsibility opportunities.

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Increased student participation in extracurricular activities, leading to higher school engagement and a stronger sense of belonging.

We will see an increase from the Fall Climate & Culture survey to the Fall 2024 and Fall 2025 survey on the following question:

- "My school prepares me for life with real-world experiences." receive a 92% favorable response

How will outcomes be measured?

- Climate and Culture Survey Spring 2025
- Getting feedback from staff, PLCs, ILT, CCT

Who will measure?

- Staff, CCT, Admin

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Increased student participation in extracurricular activities, leading to higher school engagement and a stronger sense of belonging.

We will see an increase from the Fall Climate & Culture survey to the Fall 2024 and Fall 2025 survey on the following question:

- "My school prepares me for life with real-world experiences." receive a 92% favorable response

How will outcomes be measured?

- Climate and Culture Survey Fall 2025
- Getting feedback from staff, PLCs, ILT, CCT

Who will measure?

- Staff, CCT, Admin

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary

## 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	Direct-Food			Direct food services for staff, students, and family events	4,500.00

**\$4,500.00**

**Current Goal 3 - STUDENTS: Increase student engagement in their school and community.****Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)****School Quality Review**

## School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		13.7 %	2023-2024	13.1 %
Suspension Rate	✓	0 %	0 %	2023-2024	-0.33 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Sunset is dedicated to enhancing student attendance and lowering suspension rates to foster more supportive and effective learning environments in our classrooms. Chronic absenteeism is slightly above the target, but the suspension rate exceeds the target. This discrepancy indicates that while some progress has been made in reducing absenteeism, underlying issues contributing to higher suspension rates need to be addressed. Chronic Absenteeism has decreased over the last year by 0.6%. There are no red identified subgroups. Our orange identified student subgroups are English Learners, Hispanic, Socio-disadvantaged, and student with disabilities. Despite efforts to tackle suspension rates, we have not yet met our desired goal. Our suspension rate increased by 1 due to having one suspension this year.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Major causes for Chronic Absenteeism

- Severe influenza wave through site
- Families not engaging in Attendance Meetings
- Lack of understanding of attendance policies

2. Major causes for Suspension Rate

- Student not able to manage emotions which leads to unwanted behaviors

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

## Chronic Absenteeism:

- continue to enhance targeted support and interventions for at-risk students (Cub-Check-In)
- continue to strengthen and expand school-wide attendance strategies for all students. (Attendance Quarterly events, Perfect Attendance incentives)
- Continued outreach to families through attendance team and HSL

## Suspension

- Continue to provide targeted interventions for Tier II/Tier III through the TST and additional SEL Supports
- Continue to work and increase Student/staff connections

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

## Action 1: Engagement in Arts, Activities, and Athletics

Partially Implemented

Goal 3 has been partially implemented to increase student engagement. We plan to continue the following:

- 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 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.)
- Increase engagement in clubs and activities at Sunset.

## Action 2: Decrease Chronic Absenteeism

Partially Implemented

Goal 3 has been partially implemented to increase daily attendance. We plan to continue the following:

- Attendance clerk contact parents to verify attendance on a daily basis.
- Attendance meetings on a monthly basis or as needed.
- Community building celebratory weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Month, Read Across America, anti-bullying activities, dress-up days, LuckyCharm Run, etc.)
- KrazyKaren quarterly visits to promote attendance, good character, and academics.
- 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
- 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

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Engagement in Arts, Activities, and Athletics

Effective

Per Panorama Student Survey: We scored 90% on student engagement domain, that is an increase of 3% from the previous year survey.

Per Panorama Staff Survey: We scored 100% on student engagement domain.

Per Panorama Family Survey: We scored 94% on student engagement domain, that is a decrease of 1% from previous year survey

Action 2: Decrease Chronic Absenteeism

Partially Effective

These actions have been effective, though attendance is still influenced by external factors. We remain committed to parent attendance meetings, attendance incentives and recognition, and staff/admin outreach with individual students

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

For the 2025-2026 school year:

Engagement in Arts, Activities, and Athletics-

- Increase engagement in clubs and activities at Sunset.

Decrease Chronic Absenteeism-

- Continuing to schedule attendance meetings for students in Tiers 1 and 2 of truancy status.
- Attendance team will continue to monitor those students at risk of becoming chronically absent .by approaching the issue with prevention strategies rather than intervention strategies

**Section D: 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.

SSC:

Feedback provided based on the Needs Assessment:

- Bilingual Paraprofessionals to support in classrooms
- Additional planning time for teachers as needed.
- Extra pay contracts for after school tutoring for teachers and classified employees
- Support with SEL resources and professional learning
- Instructional materials
- Student Incentives & more recognition for Academic Progress

ELAC:

Feedback provided based on the Needs Assessment:

- Supplemental Contract for ELPAC Assessment
- Bilingual Instructional Para for EL students
- Bilingual Instructional Para to support with reading intervention and Kindergarten
- Instructional materials

Staff:

Staff rated the following as most important

- Teacher substitutes for Quarterly planning, Student Success Teams meetings (SSTs), Individualized Education Program Meetings (IEPs), and Data Chats.
- Materials & Supplies to Support Academics: Instructional supplies – all materials that support instruction
- Copy Machine/Printers: Lease and Maintenance of office copy machine and teachers printers
- Site Licenses/Subscriptions
- Professional Learning Conferences: DLI Conference and other professional development opportunities for teachers

Action 1 :

## 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 2025, the percent favorable in student engagement will increase by 5% from 90% to 95% as measured by the 2025 Fall-Climate and Culture Student survey.**

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.)

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

- 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.

## Student Groups

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

**English Learner (EL):**

- Tier 2 and 3 support provided by bilingual instructional aides
- Classroom technology to support student learning will be provided to each classroom.
- Supplemental contracts to support with parent participation meetings (ELAC, SSC)

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

**English Learner (EL):**

- Teacher subs to hold data chats to monitor progress of students, identify areas of concern, and create goals
- Instructional aide to support with Tier 2 and Tier 2 intervention
- Additional books and supplies to support academics
- Materials and supplies to support student engagement
- Classroom technology to support daily instruction
- Professional Learning to support the ongoing capacity building of teachers
- Classified tutoring support of student learning
- Incentives for academics and attendance
- Field trips, guest speakers, and other supports to create a sense of belonging

As a site: What are the planned actions to support this student group?

**English Learner (EL):**

- Teachers will analyze data on CFA, CSA, FIAB, IAB and iReady for EL students and plan targeted instruction
- Goal setting and data chats based on ELPAC results and EL re-designation goal-setting reports
- Ongoing progress monitoring by teachers, TSA, and CT Intervention time as needed
- EL Students will receive integrated and Designated ELD instruction daily through differentiation

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

**ENGAGEMENT:**

50% of classrooms will fully implement district academic ELD lessons and 50% of classroom will be at the partially implementation range by end of May 2025

How the outcomes be measured:

- Class visits and provided feedback
- Sharing data with whole staff

Who will monitor:

- Admin, Teachers

**Medium-Term (Change in Behavior or Performance)**  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

**ENGAGEMENT:**

80% of classrooms will fully implement district academic ELD lessons and 20% of classroom will be at the partially implementation range by August 2025.

How the outcomes be measured:

- Class visits and provided feedback
- Sharing data with whole staff

Who will monitor:

- Admi, Teachers

**Long-Term (Change in Condition)**  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

**ENGAGEMENT:**

80% of classrooms will fully implement district academic ELD lessons and 20% of classroom will be at the partially implementation range by August 2025.

As per Cailifornia dashboard- 48.6% of EL students are making ELPI growth. That is an increase of 2.4% from the previous year. GOAL: 54% of students making ELPI growth.

How the outcomes be measured:

- Class visits and provided feedback
- Sharing data with whole staff

Who will monitor:

- Admin, Teachers

## Action 2 :

### 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 2025, the percentage of chronic absenteeism will decrease by 5% from 13% to 8% as measured by data collected from California Dashboard & Atlas.**

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

#### • Tier 1:

- Graphics to support literacy instruction through anchor charts, reusable graphic organizers, decodable books, and other related items to provide additional reading practice for students.
- Language Arts Guaranteed and Viable Curriculum resources and materials.
- School site licenses for programs that support literacy, including but not limited to RAZ-Kids, Scholastics, and other digital means.
- Extra salaries for instructional aides/classified to support intervention and extra support for students.
- 5 (3hr) Bilingual Instructional Aides to support in class literacy instruction (K-2)
- Classroom 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.
- Professional Learning Conferences/Travel opportunities supported by FUSD, Edison Region, or site.
- Provide professional development for teachers to analyze students' reading foundational needs, determine and address the skills students need to succeed in grade-level content, align assessment implementation, and plan differentiation using a standards-based rubric.
- Inclusive practices to increase mainstreaming time for SPED students and provide all students with equitable access to succeed.
- Teacher substitutes and supplemental contracts for grade level planning, peer observation, assessment (BAS testing), SSTs, data chats and professional learning.
- Technology to support delivery of instruction and replace items such as, document cameras, poster maker, tablets, headphones, and other accessories/supplies, as needed.
- Reading incentives and awards, including but not limited to field trips, dances, assemblies, food, and celebration supplies.
- Incentives and award recognition for EL students with reclassification and ELPI level growth.
- Resources and supplemental contracts to facilitate professional learning opportunities for certificated and classified staff, focused on building capacity to effectively teach literacy skills.
- Student data chats and goal setting conducted by classroom teacher.
- School-wide implementation of a coherent writing program (TK-6<sup>th</sup> grade)
- Consistent use of SBAC-aligned assessments (IABs & FIABs) to support standards-based instruction using online tools, site-based refinement, and common assignments.
- Consistent use of progress monitoring data sheets to track students' progress as measured by CFAs
- Provide EL students structured opportunities for daily practice aligned with EL standards.
- Administrative Team Continuous Cycle of Review around Problem of Practice (PLC+ and 4 Grounding Questions).
- Administrative Team Instructional Walks utilizing IPG Data collection for feedback.

#### Tier 2:

- Teacher sub-release days to attend lesson studies, classroom visits, Data Chats, SSTs, and IEPs. Teachers and ALL students will hold quarterly goal-setting chats to discuss their i-Ready goals, common assessment goals, EL re-classification goals, and attendance goals, as applicable.
- Teachers will continue providing intervention through the RTI process with the support of Resource Specialist, Bilingual Paraprofessionals, Moreno Institute tutors, and ENP tutors.
- School site licenses for programs that support literacy, including but not limited to RAZ-Kids, Scholastics, and other digital means.
- Tier 2 specialist & HSL to assist students with behaviors and attendance that impact academic achievement at grade level.

- *EL Data Chats to set expectations and commitments for student linguistic and academic achievement.*
- *Provide EL students with opportunities to engage in ELPAC-type tasks appropriate to their proficiency levels.*
- *Bilingual paraprofessionals will provide after school tutoring for identified TK-2 students in early literacy foundational skills.*
- *Students in TK-6 will receive differentiated small-group instruction as part of the ELA block.*
- *Mileage for home visits and parent engagement outreach.*
- *Supplemental contracts for instructional aides/classified staff for intervention and student support.*

**Tier 3:**

- *Student referrals to the Student Study Team (SST) as needed to determine intervention needs or testing.*
- *Supplemental contracts for teachers & classified staff to provide extended learning opportunities for identified students after school.*
- *School site licenses for programs that support literacy, including but not limited to RAZ-Kids, Scholastics, and other digital means.*
- *Graphics to support literacy instruction through anchor charts, reusable graphic organizers, decodable books, and other related items to provide additional reading practice for students.*
- 
- *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*

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

---

*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.*

## Student Groups

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

**English Learner (EL):**

- Bilingual Paraprofessional to support with Tier 2 attendance support- Cub Check in
- Parent Meetings with topics addressing how to support attendance
- Necessary technology to improve academic

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

**English Learner (EL):**

- Instructional aide to support with after-school tutoring
- Books, digital licenses, and subscriptions to help with academics
- Incentives for perfect attendance and good attendance

As a site: What are the planned actions to support this student group?

**English Learner (EL):**

- Increase parent participation in meetings that include topics focusing on attendance
- Provide supplemental time to classified to call parents to remind them of meetings
- Continue to have our HSL work with families that have a pattern of absenteeism
- Provide students with incentives for attending school daily

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**  
Expect to see

---

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

---

**CHRONIC ABSENTISM:**

Decrease chronic absenteeism by 2% Increase overall ADA by 2%

How the outcomes be measured:

- Data analysis monthly from Power BI

Who will monitor:

- Outcomes monitored by Principal, VP, HSL, Attendance clerk, Cool Cats Team, Academic Coach, and teachers

**Medium-Term (Change in Behavior or Performance)**  
Want to see

---

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

---

**CHRONIC ABSENTISM:**

Decrease chronic absenteeism by 3% Increase overall ADA by 3%

How the outcomes be measured:

- Data analysis monthly from Power BI

Who will monitor:

- Outcomes monitored by Principal, VP, HSL, Attendance clerk, Cool Cats Team, Academic Coach, and teachers

**Long-Term (Change in Condition)**  
Hope to see

---

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

---

**CHRONIC ABSENTISM:**

Decrease chronic absenteeism by 5% Increase overall ADA by 5%

How the outcomes be measured:

- Data analysis monthly from Power BI

Who will monitor:

- Outcomes monitored by Principal, VP, HSL, Attendance clerk, Cool Cats Team, Academic Coach, and teachers

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary

## G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Nc-Equipment			headphones and other necessary technology	850.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Maintenace and repair of technology	1,000.00

**\$1,850.00**

**Current Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.****Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	99 %	95.7 %	2024-2025	96.8 %

**Section A: Use the metrics above to identify the problem(s), causes, and needs.**

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, the percentage favorable in the organizational culture domain on the Fall Climate & Culture staff survey decreased by 4% from Fall 2023 to 2024. There continue to be areas where improvements can be made per the survey, specifically in the following two questions.

- "We have a culture that provides staff with the following: Recognition for the work we do." received an 89% favorable response which is a decrease of 11%,
- "I feel valued at my school." received an 89% favorable response which is an 11% decrease

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Limitation on PL time hinders opportunity for deeper collaboration and discussion.
- Removal of Staff meetings for Nuts/Bolts discussions hinders opportunity to allot time for staff to provide input, voice their opinion, or share recommendations on upcoming school events/school incentives,
- Lack of time to complete tasks can make staff feel undervalued, even if recognition efforts exist.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Continue to provide teachers a planning day per quarter to collaborate with colleagues and complete tasks
- Have teachers/staff provide input/recommendations on upcoming events/ school incentives through Microsoft Form
- Work with CCT to create unique ways to celebrate and recognize all staff members.

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Training and Support

Fully Implemented

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 gained teacher in the primary grade but lost it due to enrollment numbers.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Training and Support

Effective

- The action for retention of staff was fully implemented- Sunset continues to onboard new staff members with support of site instructional coach, lead teacher support and admin.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will continue to hold monthly NTA and paraprofessional meetings to help support classified staff on campus
- We will continue provide quarterly sub-release time for teacher planning
- We will continue to work with Sunshine Club to incorporate staff celebrations and recognitions

**Section D: 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.

SSC:

Feedback provided based on the Needs Assessment:

- Bilingual Paraprofessionals to support in classrooms
- Additional planning time for teachers as needed.
- Extra pay contracts for after school tutoring for teachers and classified employees
- Support with SEL resources and professional learning

ELAC:

Feedback provided based on the Needs Assessment:

- Supplemental Contract for ELPAC Assessment
- Bilingual Instructional Para for EL students
- Bilingual Instructional Paras to support with reading intervention and Kindergarten
- Instructional materials

Staff:

Staff rated the following as most important

- Teacher substitutes for Quarterly planning, Student Success Teams meetings (SSTs), Individualized Education Program Meetings (IEPs), and Data Chats.
- Materials & Supplies to Support Academics: Instructional supplies – all materials that support instruction

- Instructional materials
- Student Incentives & more recognition for Academic Progress

- Copy Machine/Printers: Lease and Maintenance of office copy machine and teachers printers
- Site Licenses/Subscriptions
- Professional Learning Conferences: DLI Conference and other professional development opportunities for teachers

## Action 1 :

### 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 2025, the percent favorable in organizational cultural domain will increase by 2% from 96% to 98% as measured by the 2024 Fall-Climate and Culture Staff survey.**

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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- ELPAC training for all teachers and tutors
- ELPAC assessors

- Full implementation of Teaching and Learning Cycle
- Blended Learning
- Paraprofessionals to support with ELPAC practice and tutoring.
- DLI Conference

### Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?
N/A
Using 7090/7091 funds only: What are the planned expenses to support this student group?
Professional Development
As a site: What are the planned actions to support this student group?
N/A

### Progress Monitoring: Outcomes

<b>Reasoning for using this action</b>	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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**Short-Term (Learning)**  
Expect to see

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*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

---

Continue creating an inclusive, and thriving workplace environment where staff feel valued and motivated to stay

How will outcomes be measured?

- Culture of the school
- Getting feedback from staff, PLCs, ILT, CCT

Who will measure?

- Staff, PLCs, ILT, CCT, Admin

**Medium-Term (Change in Behavior or Performance)**  
Want to see

---

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

---

Continue creating an inclusive, and thriving workplace environment where staff feel valued and motivated to stay

We will see an increase from the Fall Climate & Culture survey to the Spring survey on the following two questions:

- "We have a culture that provides staff with the following: Recognition for the work we do." receive an 91% favorable response which is a decrease of 8%,
- "I feel valued at my school." received an 92% favorable response which is an 8% decrease

How will outcomes be measured?

- Climate and Culture Survey Spring 2025
- Culture of the school
- Getting feedback from staff, PLCs, ILT, CCT

Who will measure?

- Staff, PLCs, ILT, CCT, Admin

**Long-Term (Change in Condition)**  
Hope to see

---

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

---

Craft an inclusive, and thriving workplace environment where staff feel valued and motivated to stay

We will see an increase from the Spring Climate & Culture survey2024 to the Spring survey 2025 on the following two questions:

- "We have a culture that provides staff with the following: Recognition for the work we do." received an 93% favorable response which is a decrease of 6%,
- "I feel valued at my school." received an 94% favorable response which is an 6% decrease

How will outcomes be measured?

- Climate and Culture Survey Fall 2025
- Culture of the school
- Getting feedback from staff, PLCs, ILT, CCT

Who will measure?

- Staff, PLCs, ILT, CCT, Admin

**Current Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.****Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	98 %	92.9 %	2024-2025	95 %

**Section A: Use the metrics above to identify the problem(s), causes, and needs.**

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

The percentage of favorable responses in the family engagement domain decreased by 1% from Fall 2023 to Fall 2024. There is a need to increase favorable responses in the following two questions:

- "I feel like I am a partner in making decisions in my child's school," parents' overall response was 87% favorable, a 3% decrease from Spring 2024 to Fall 2024.
- "My child school frequently updates me about my child's progress in school " parents' overall response was 87% favorable, a 4% decrease from Spring 2024 to Fall 2024.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Scheduled meeting times may not accommodate parent day-to-day schedules causing some parents to not be able to provide input
- Aligned schoolwide family events to ensure multiple opportunities to invite parents to campus
- Parents might not be familiar how they can connect with their child's teacher through Parent Square or know how to navigate ATLAS grade reports

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

This initiative was fully implemented. Families had numerous opportunities to engage in their children's education and participate in school activities. We will continue to promote parent involvement and participation through the following:

- Change Parent Engagement Meetings to the afternoon to monitor participation (Topics to include accessing student grades)
- Expanding family engagement events beyond Back to School Night, Open House, Quarterly Awards Assemblies, Sports/Extracurricular Assemblies, Kindergarten promotion, 6th-grade promotion, field trips, Winter/Spring/Music performances, Sports Gala, Family Barn Dance.
- Maintaining ongoing communication with families about school schedules, events, and updates through Weekly Parent Square messages, the School Marquee, flyers, and social media.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Create a Positive, Family-Centered Community

Fully Implemented

Sunset Elementary has consistently provided multiple opportunities for families to engage in activities that promote student success. Sunset held monthly held monthly family engagement opportunities in English and Spanish. These opportunities provided educational learning experiences and models to develop parents' partnerships in their children's academic journeys

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Create a Positive, Family-Centered Community

Partially Effective

The percentage of favorable responses in the family engagement domain decreased by 1% from Fall 2023 to Fall 2024. There is a need to increase favorable responses.

## Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Schedule meetings at various times (morning, evening, and virtual options) to accommodate parents' diverse schedules.
- Acknowledge and appreciate parents' contributions and participation in school meetings, newsletters, Parent Square, and events

## Section D: 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.

SSC:

Feedback provided based on the Needs Assessment:

- Bilingual Paraprofessionals to support in classrooms
- Additional planning time for teachers as needed.
- Extra pay contracts for after school tutoring for teachers and classified employees

ELAC:

Feedback provided based on the Needs Assessment:

- Supplemental Contract for ELPAC Assessment
- Bilingual Instructional Para for EL students
- Bilingual Instructional Paras to support with reading intervention and Kindergarten

Staff:

Staff rated the following as most important

- Teacher substitutes for Quarterly planning, Student Success Teams meetings (SSTs), Individualized Education Program Meetings (IEPs), and Data Chats.
- Materials & Supplies to Support Academics: Instructional

- Support with SEL resources and professional learning
- Instructional materials
- Student Incentives & more recognition for Academic Progress

- Instructional materials

- supplies – all materials that support instruction
- Copy Machine/Printers: Lease and Maintenance of office copy machine and teachers printers
  - Site Licenses/Subscriptions
  - Professional Learning Conferences: DLI Conference and other professional development opportunities for teachers

## Action 1 :

### 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 2025, the percent favorable in family engagement domain will increase by 2% from 93% to 95% as measured by the 2024 Fall-Climate and Culture Parent survey.**

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

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- 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
- 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.

## Student Groups

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

Parent Group:

- Childcare to increase parent participation in ELA, SST and other events
- Bilingual Paraprofessional Aides to support with Tier 2 and Tier 3 academic support
- Tecnology to support academics in the classroom

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

Parent Group:

- POs, and Direct Food Services contracts may be used to provide food and refreshments for those meetings.
- Incentives for students, academic, sports, social-emotional, attendance

As a site: What are the planned actions to support this student group?

Parent Group:

- Maintain consistent communication with parents through administration, the school site, and individual classroom teachers.
- Increase opportunities for parent engagement during and after school hours.
- Hold monthly SST meetings to address the needs of our low-performing students, both academically and in terms of social-emotional learning (SEL).

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**  
Expect to see

---

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

---

Outcome:

- We will see an increase in attendance in school events (Title 1 Parent, Meeting/Back to School Night and at Parent/Teacher Conferences) There will be a focus on 90% attendance for each class with incentives for parent/student participation.

Who will monitor?

- Principal, VP, support staff, and teachers.

**Medium-Term (Change in Behavior or Performance)**  
Want to see

---

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

---

Outcome:

- We will see an increase from the Fall Climate and Culture survey to the Spring survey. Outcomes measured by family engagement domain. There will be an increase of 2% favorable.

Who will monitor?

- Principal, VP, support staff, and teachers.

**Long-Term (Change in Condition)**  
Hope to see

---

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

---

Outcome:

- We will see an increase from the 2024 Spring Climate and Culture survey to the 2025 Spring survey. Outcomes measured by family engagement domain. There will be an increase of 4% favorable.

Who will monitor?

- Principal, VP, support staff, and teachers.

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary

### 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	Title 1 Basic	Parent Participation	Oth Cls-Supp			Childcare for parent participation	2,091.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental contracts for classified employees to support with community building events	5,500.00

**\$7,591.00**

# 2025-2026 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			Teacher subs 18(subs for PLC planning, SSTs, data chats, BAS) **No IEPs or 504s**	5,437.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom	14,343.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom	17,627.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for 44 (PLC planning 3X, SSTs-10, chats-4, BAS K-2-18)	11,856.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers (tutoring, PL, Planning)	10,788.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Instructional Aide Supplementals for tutoring (1458 hrs. 81 days)	34,354.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books, digital licenses, subscriptions, materials	13,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support academics and student engagement	25,759.00
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 / PERSACTHST – CHANGE: VR 1035992 - Diaz,Loruhama: POSCHANGE - VOL TRN	16,321.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom	15,475.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials, supplies, and services to support academics and student engagement (field trips obj 5721/4300 and assemblies-obj 5899)	2,395.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Headware/Software/Technology	3,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom	15,243.00
G1A4	Sup & Conc	Instruction	Ins Aide-Sup			Supp C. for ELPAC Assessment (120 hours)	9,637.00
G2A1	Sup & Conc	Instruction	Direct-Food			Direct food services for staff, students, and family events	4,500.00
G3A1	Title 1 Basic	Instruction	Nc-Equipment			headphones and other necessary technology	850.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Maintenace and repair of technology	1,000.00
G4A1	Sup & Conc	Instruction	Travel			Professional development-May be obj 5221, 4300, 2160, or 1160 if travel, materials, or supplemental contracts needed.	9,000.00
G4A1	Sup & Conc	Instruction	Copier Maint			Ricoh copier G1 A1, G5 A1	5,000.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Childcare for parent participation	2,091.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental contracts for classified employees to support with community building events	5,500.00

\$225,676.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$40,348.00
Sup & Conc	7090	\$135,894.00
LCFF: EL	7091	\$49,434.00
<b>Grand Total</b>		<b>\$225,676.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$197,735.00
G2 - Expand student-centered and real-world learning experiences	\$4,500.00
G3 - Increase student engagement in their school and community	\$1,850.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$14,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$7,591.00
<b>Grand Total</b>	<b>\$225,676.00</b>