Sunset Elementary

10621666088942

Principal's Name: Lianna Silva

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

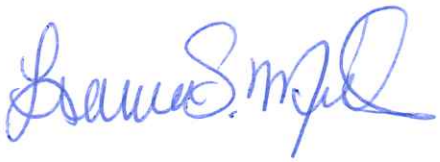
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Lianna Silva	X				
2. Chairperson - Carolina Simunovic				X	
3. PAC – Maria Ledesma				X	
4. Recorder – Yadira Sanchez				X	
5. Vice Chairperson – Lucia Ochoa				X	
6. Gloria Nogueron			X		
7. Crystal Cortez		X			
8. Rosa Lopez		X			
9. Abril Amaro		X			
10. Susana Flores				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: Sunset Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Lianna Silva**		2/26/26
SSC Chairperson	Carolina Simunovic		2/26/26

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

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

FY 2026/27

Sunset - 0435

ON-SITE ALLOCATION

3010	Title I	$46,368	*
7090	LCFF Supplemental & Concentration	$133,632	
7091	LCFF for English Learners	$46,460	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$226,460**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$1,344
	Program Budget	$45,024
	Total Title I Allocation	$46,368

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Sunset Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4	15.9 %	21.9 %	2024-2025	**23 %** ↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		50.6 %	2024-2025	**51.7 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		0 %	2025-2026	**1.1 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)	43.7 %	0 %	2025-2026	**1.1 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		0 %	2025-2026	**1.1 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		0 %	2025-2026	**1.1 %** ↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		33.3 %	2025-2026	**34.4 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		49.2 %	2025-2026	**50.3 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)	45.8 %	48 %	2025-2026	**49.1 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		53.2 %	2025-2026	**54.3 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		62.9 %	2025-2026	**64 %** ↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		26.9 %	2025-2026	**28 %** ↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	10.5 pts	4.9 pts	2024-2025	**19.9 pts** ↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		53.7 %	2024-2025	**58.7 %** ↑
Goal 1	SBAC Math - Average distance from standard (ALL)	16.7 pts	1.6 pts	2024-2025	**16.6 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		54.5 %	2024-2025	**59.5 %** ↑
Goal 2	Chronic Absenteeism (ALL) Semester 1	13.1 %	9.4 %	2025-2026	**8.8 %** ↓

Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95 %	96 %	2025-2026	**97.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	96.8 %	93 %	2025-2026	**94.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		91 %	2025-2026	**93 %** ↑
Goal 2	Suspension Rate (ALL) Semester 1	-0.33 %	0.4 %	2025-2026	**0.07 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

SLA-

Early Literacy Proficiency District Goal- The percentage of 1st grade students who are proficient in literacy based on I Ready results will increase from 48% in June 2024 to 80% by June 2030.

Early Literacy-

- Metric above does not include data for the Spanish iReady. Students in K-2nd grade have baseline data for the year, but it is not reflected on the school level dashboard.

Sunset SLA Data:

- Kindergarten SLA - 64% of students are demonstrating on or above grade level in D2 for 25-26
- 1st grade SLA - 83% of students are demonstrating on or above grade level in D2 for 25-26
- 2nd grade SLA - 68% of students are demonstrating on or above grade level in D2 for 25-26

The school data demonstrates that students are on track to meet the district goal of 80% of 1st grade students will be proficient in literacy based on iReady SLA results by June of 2030.

Not all students are reading and writing on grade level with 25% of students 1 grade level below in K-2nd, 5% of students 2 or more grade levels below in K-2nd & 70% of students on or above grade level in K-2nd.

POP - Validity of iReady SLA & Accurate Data - This is the 1st year iReady is available as a diagnostic in Spanish. We need further investigation analyzing school-wide benchmarks to campare and measure the validity of iReady.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

ELA -

i-Ready ELA D2 proficiency - percentage of students on/above (all)

The data reflected in the school level dashboard reveals that 33.3% of students are demonstrating proficiency (on or above grade level based on iReady D2 results). However, only students in grades 3rd-6th completed D2 in English outside the testing window and the data represented does not reflect accurate percentage.

According to the data on iReady platform, 41% of students are on or above grade level in D2 administration of the diagnostic in January of 2026.

i-Ready ELA D2 3rd-6th proficiency data:

- **41% on or above grade level (Tier 1)**
- **33% 1 grade level below (Tier 2)**
- **26% 2 or more grade levels below (Tier 3)**

The school data above demonstrates that 41% of 3rd-6th grade students are reading on grade level and 59% of students are not on or above grade level as measured by iReady D2.

POP - Academic Proficiency in 3-6 ELA iReady - Despite evidence of student growth from D1-D2, 59% of students are 1 or more grade level below.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

SBAC ELA (3-11) -

SBAC ELA - Average distance from standard (ALL) - The data demonstrates an increase of 9 points DFS from year to year (-4 to 4.9 above standard in 24-25 SBAC). Current metric target is 19.9 for 25-26.

SBAC ELA Meets of Exceeds - The data demonstrates an increase of 4% in proficiency from year to year (50% to 53.7% in 24-25 SBAC). Current goal - 59%.

- *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 show 42.3 points below standard (46 students).*
- *According to the California Dashboard, English Learners moved from the orange to yellow band increasing 16.9 points year to year.*

POP - Academic Proficiency in 3-6 SBAC ELA - Despite evidence of student growth, 50% of students are not meeting grade-level standards in state assessment.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

Math-

i-Ready Math D2 proficiency - percentage of students on/above (ALL)

26.9% of students are demonstrating on or above grade level in D2 iReady Diagnostic

61% of students are demonstrating one grade level below

12% of students are demonstrating 2 or more grade levels below

- *There is a low number of students that ae demonstrating skills at or above grade level and a high percentage of students that are 1 grade level below as indicated by D2 iReady results.*
- *Although all students are meeting the minimum benchmark of annual and stretch growth (40%) set by the district, student proficiency in iReady is low.*

POP - Academic Proficiency in 3-6 Math iReady - Despite evidence of student growth from D1-D2, 61% of students are 1 or more grade level below.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

SBAC Math (3-11)-

SBAC Math - Average distance from standard (ALL) - The data demonstrates a DFS of 1.6 which didn't change significantly from year to year (2 to 1.6 above standard in 24-25 SBAC). Current metric target is 16.6 for 25-26.

SBAC Math Meets of Exceeds - The data demonstrates an increase of 2% in proficiency from year to year (52% to 54.5% in 24-25 SBAC). Current goal - 60%

- *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 7.3 pts. from 23-24 to 24-25.*
- *English Learners are 35.2 points below standard (47 students)*

POP - Academic Proficiency in 3-6 SBAC Math - Despite evidence of student growth, 50% of students are not meeting grade-level standards in state assessment.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

English Language Learners -

- *Progress Towards English Language Proficiency- According the California Dashboard, 50.6% of students are making progress towards proficiency (a 2.1% increase in comparison to 24-25).*

POP - Our English Learners continue to be the student group identified with the greatest disproportionality based on the subgroups identified in our state assessment results on the California Dashboard.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

Chronic Absenteeism & Suspension Rates-

Semester 1 - Data for semester 1 indicates 9.4% of students were chronically absent which shows we are below the current target set at 13.3%.

- According to the California Dashboard, we demonstrated a 1.7% decline in chronic absenteeism 24-25 school year
- According to the California Dashboard, our Hispanic & Socio-disadvantaged students make up 12% of the chronic absenteeism.
- Our suspension rate increased by 1 due to having one expulsion this year.

POP - Data indicates that Hispanic and socio-economically disadvantaged students experience the highest levels of disproportionality, comprising 12% of all chronic absenteeism cases.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

Fall Climate & Culture Survey -

Family Engagement Domain-

- *93% of families answered favorably in the family engagement domain in the fall climate & culture survey*

POP - Based on survey results from 247 responses from families, the question with the lowest percentage (92%) that families responded to - "Staff at our school respond to my questions or concerns in a timely manner"

Staff Culture Domain -

- *93% of staff answered favorably in the staff culture domain in the fall climate & culture survey*

POP - Based on survey results from 39 staff responses, the question with the lowest percentage (84%) staff responded to - "I feel valued as a staff member at our school"

Student Health & Wellness Domain -

- *91% of students answered favorably in the health & wellness domain in the fall climate & culture survey*

POP - Based on survey results from students in grades 3rd - 6th the question with the lowest percentage (84%) students responded to - "My school teaches me to work through problems peacefully when there is a disagreement or someone gets upset."

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

ELA -

- Not 100% of students are entering on grade level
- Not 100% of students have mastered foundational skills
- Students are entering current grade levels with different skillsets (differentiate)

Math -

- Not 100% of students have mastered number sense, conceptual understanding, and problem-solving skills.
- Not 100% students have mastered math fluency
- Inconsistent Professional Learning in addressing gaps in math skills & analyzing data

English Language Learners -

- Inconsistency with implementation of ELD lessons
- Inconsistency with PLC's utilizing CFA's and data analysis to the fullest extent to drive instructional decisions for EL students
- Determining what benchmarks to use throughout the year to evaluate student proficiency progress towards ELPAC task types

Chronic Absenteeism & Suspension Rates-

Major causes for Chronic Absenteeism

- Severe influenza wave through site
- Families not engaging in Attendance Meetings
- Lack of understanding of attendance policies
- Need for Support Staff & Administration to consistently implement weekly checks to be proactive and intervene before students become chronically absent.

Major causes for Suspension Rates

- Awareness and consistent school wide implementation of supporting students with managing emotions

Fall Climate & Culture Survey -

Staff -

- Limitation on PL time hinders opportunity for deeper collaboration, discussion and celebrations

- 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.

Families -

- 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
- Provide ample time when communicating opportunities for families to engage in school events
- Times do not always accommodate parent day-to-day schedules causing some parents to not be able to provide input or engage in events.

Students -

- Inconsistent use of second step school wide
- Inconsistent implementation of morning meetings on school wide
- Inconsistent documentation on Atlas to determine trends & patters in students

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 -

- 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 tier 1 teaching strategies aligning to Teacher Clarity and Success Criteria
- Grades 3-6: Consistent 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: Consistent coaching & Professional Learning for Teachers to support foundational skills, phonemic awareness, reading fluency, writing, vocabulary comprehension strategies and provide support with the PLC process.

Early Literacy (Goal 1)-

- The need to implement new strategies consistently
- The need for continued development and refinement in differentiating instruction for students 1 or more grade level behind.
- The need to develop a plan in our after-school program to support our targeted students who are 2 or more grade levels behind.

Literacy Intervention (Goal 2)-

- 31% of students of identified students (1 or more grade levels below) in grades 3rd-6th demonstrated growth towards showing 1 or more years growth as measured by iReady D3 and SBAC ELA.
- Our biggest need is 3rd grade with 22 students identified 1 or more grade level below
- English Language Learners & SWD are the majority of the students identified in the literacy intervention group
- A need to progress monitor more frequently to provide appropriate supports
- A need for extra support in the intermediate grades to consistently support with intervention & after school tutoring

- Provide training to our support staff and teachers on iReady resources available for intervention
- A plan to extend targeted support in after school program

Math -

- 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
- 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.
- 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
- Professional learning in the use of iReady resources and tasks that better align to the rigor of the standard.

English Language Learners -

- 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
- Benchmarks throughout the year to determine student proficiency towards ELPAC task types

Chronic Absenteeism & Suspension Rates-

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

Fall Climate & Culture Survey -

Staff -

- 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
- Continue to work with CCT to create unique ways to celebrate and recognize all staff members.

Families -

- 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, School Events.
- Continue to maintain ongoing communication with families about school schedules, events, and updates through Weekly Parent Square messages, the School Marquee, flyers, and social media.

Students -

- Consistent use of second step school wide
- Consistent implementation of morning meetings on school wide
- Continue to meet regularly with Tier 2 support staff to provide updates and recommendations for identified students.
- Providing progress reports for students who are meeting with Tier 2 specialist to evaluate if interventions are being successful

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Academic Performance in Language Arts

Fully Implemented

The actions were fully implemented to meet the desired student outcomes.

- Consistent implementation of Nancy Akahvan Lit 6 strategies in K-2
- Paraprofessional & Tutors assisted with small group instruction, supported with progress monitoring, and after school tutoring in K-3 (3rd grade being a focus grade for intervention)
- Academic Coach supported with monthly training and weekly checks on progress monitoring data collected for after school tutoring
- Materials, Resources, & Professional Development was implemented to all staff members
- Consistent Use of FIAB's and IAB assessments to check for understanding in grades 3rd - 6th
- School wide CFA's and progress monitoring on a quarterly basis
- Data Chats with teachers to discuss progress and interventions provided for students

Academic Performance in Mathematics

Fully Implemented

The actions were fully implemented to meet the desired student outcomes.

- Use of math resources and application to support with math fluency & instruction
- Consistent Use of FIAB's and IAB assessments to check for understanding in grades 3rd - 6th
- School wide CFA's and progress monitoring on a quarterly basis
- Data Chats with teachers to discuss progress and interventions provided for students

Progress Towards English Language Proficiency (ELPI)

Partially Implemented

The actions were partially implemented to meet the desired student outcomes as we were not able to fill 3-hour position for a bilingual para to support after school tutoring.

Student Engagement Through Real-life Experiences

Fully Implemented

The actions were fully implemented to meet the desired student outcomes.

- 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
- Students were provided experiences on and off campus in science, music, art, and college and career exposure
- After-school program provided opportunities for students to have real-word experiences

Engagement in Arts, Activities, and Athletics

Fully Implemented

The actions were fully implemented to meet the desired student outcomes.

- 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
- Increase engagement in clubs and activities at Sunset

Decrease Chronic Absenteeism

Partially Implemented

The actions were partially implemented to increase daily attendance and decrease chronic absenteeism due to lack of consistent monitoring with office staff.

Staff Training and Support

Fully Implemented

The action was fully implemented. School site will retain high-quality staff and continue to onboard new staff members with support of site instructional coach, lead teacher support and admin.

3 more teachers at Sunset will be Gate certified by the end of the year. We will have a total of 6 teachers Gate certified.

Create a Positive, Family-Centered Community

Fully Implemented

The action was fully implemented. Sunset will continue to and extend multiple opportunities for families to engage in activities that promote student success with monthly coffee hours, workshops, & events to develop parents' partnership in their children's academic journey.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Academic Performance in Language Arts

Effective

The actions were Effective. Students in ELA demonstrated a 9-point improvement in distance from standard and an 4% increase in proficiency. Even though our EL students continue to be our focus group, they demonstrated a 16.9 improvement in DFS.

Academic Performance in Mathematics

Partially Effective

The actions were Partially Effective. SBAC data from the California Dashboard shows a 3% increase in student proficiency, however, DFS indicates that students maintained and did not demonstrate a significant improvement in DFS. This indicates a need for further investigation in making adjustments to our math instruction.

Progress Towards English Language Proficiency (ELPI)

Effective

The actions were effective. ELPI data indicates an overall increase of 2.1% of students progressing at least 1 ELPI level. The level of progress of ELPI increased from 48.6% in 2024 to 50.6% in 2025. 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.

Student Engagement Through Real-life Experiences

Effective

The actions were effective. According to the results in the student climate and culture survey administered in the fall of 2025, 89% of students answered favorably to the student engagement domain in comparison to the district average of 83%.

Engagement in Arts, Activities, and Athletics

Effective

The actions were effective. According to the student engagement domain in the fall climate and culture survey, 98% students answered favorably to the question "My school has activities that I can join (Example: sports, clubs, music, etc.)".

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.

Staff Training and Support

Effective

The action was effective. Sunset continues to onboard new staff members with support of site instructional coach, lead teacher support and admin. Opportunities for professional development are offered throughout the year for staff as well as opportunities to earn a master's program or gate certification through Fresno Unified Cohorts.

Create a Positive, Family-Centered Community

Partially Effective

The action was partially effective. According to the survey results in the school environment domain, 95% of families answered favorably, however, the question of "Staff at our school provide helpful and respectful customer service to me in-person, over the phone, and on digital platforms" was answered favorably at 87% making it the lowest percentage in the questions answered in the domain.

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.

Based on our analysis of the current SPSA actions and budget, we will:

- Continue to provide professional learning around teacher clarity with an emphasis on revisiting to gain a deeper understanding of learning intentions and success criteria.
- Planning days that will focus on best practices around literacy in math Instruction and progress monitoring
- Additional tutor to support targeted intervention & EL students - Moreno Institute
- Continue to provide supplemental contracts to para's and teachers to tutor identified students
- Identify supplemental resources to continue funding have provided evidence of student outcomes & improvement
- Quarterly training to staff around customer service and assisting families

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:

- More support for English Learners
- Student Incentives & more recognition for Academic Progress
- Enrichment opportunities for students who are exceling
- Bilingual Paraprofessionals to support in classrooms
- Extra pay contracts for after school tutoring for teachers and classified employees
- Instructional materials, resources, & opportunities for students to engage in extracurricular activities

ELAC:

- Bilingual Paraprofessionals to support in classrooms
- ELPAC Assessors who students have a positive relationship with
- Instructional materials
- Less technology in class, money allocated to materials & supplies for engaging in screen-free activities
- Upgrades & maintenance to facilities
- Paras to support with reading intervention in kindergarten and primary grades
- More opportunities for parents to engage in school activities.

Staff:

- 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 opportunities for teachers
- Provide more leveled readers from K-2nd
- Supplemental contracts for tutoring.

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Academic Performance in Early Literacy

Action Details

Early Literacy

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. 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.
- A focus on aligning tasks to learning intentions and success criteria for all teachers
- TK through 1st grade will continue participating in Regional Literacy plan to support and improve instructional practices for foundational skills through Literacy Walks & professional learning facilitated by our Academic Coach & Administration team reinforcing Lit 6 strategies, 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, FSA, will receive targeted support. With the support of paraprofessionals, K-2nd will continue with a designated Response to Intervention block in their daily schedule to address gaps in literacy. Identified students, based on CFA's, 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.

Goals:

By June of 2026, 60% of Kindergarten Students will have mastered foundational skills as measured by the district FSA.

***By* June of 2026, 80% of 1st graders will have met reading proficiency as measured by iReady D3 in Spanish.**

By June of 2026, 70% of 2nd graders will have met reading proficiency as measured by iReady D3 Spanish.

Direct Instructional Services

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

- Response to Intervention in the classroom with the support of our paraprofessionals, tutors, and Resource Specialist
- Language Arts Guaranteed and Viable Curriculum resources and materials- Maravillas & Wonders.
- 4 Bilingual Instructional Aides
- Materials and supplies to promote parent engagement, including, but not limited to books, spirit wear, food, technology, and other materials needed to increase parent participation.
- Online resources such as software and licenses including, but not limited to Raz-Kids, iReady, Reflex, and other digital means.
- Supplemental contracts for certificated, and classified staff for planning, professional learning, tutoring, supervision of students, and to promote parent and student engagement.
- Substitutes for monthly Student Success Team and Individual Education Plan (IEP) meetings, professional learning, planning, peer observations, assessments, and data chats.
- Supplemental contracts for classified employees to support with instructional materials.
- Materials and supplies that support instruction including, but not limited to, classroom supplies, graphics, technology, lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support program needs (Tier I, 2, and 3)
- Purchase orders to promote student and parent engagement, community events, and activities.
- Incentives and awards for students' academic progress and achievements, including but not limited to field trips, dances, assemblies, food, and party supplies.
- Technology to support delivery of instruction such as document cameras, poster maker, tablets, headphones, and other accessories/supplies, as needed.
- Direct maintenance and repairs of technology and other
- Funds allocated for food services to support student and parent engagement.
- Funds to cover the cost of professional learning, including, but not limited to materials, technology, speakers, travel, substitute teachers, supplemental contracts, food, 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.

EL Data according to Ellevation:

- *EL Students - 92*
- *LTELs - 0*
- *EL Students win IEP - 19*
- *At Risk of LTELs - 9*
- *Not on Track Students- 9*
- *On Track Students - 73*
- *Reclassified Students - 19*

2. Targeted supports at Sunset that are provided to all English Learner (EL) students, including newcomers, Long-Term English Learner (LTELS) students, and students who have been reclassified are the following:

- **ELD Instruction -** As a Dual Language school, all students participate in a designated English Language Development (ELD) block. Instruction is aligned to each student's English proficiency level and incorporates all four language domains: Listening, Speaking, Reading, and Writing.
- **Intervention for newcomers, LTELs, & ELs-** Targeted small-group instruction is provided during the English block by classroom teachers and bilingual paraprofessionals. These interventions are designed to address specific language needs and accelerate language development.
- **Monitoring & Support-** Student progress is continuously monitored through collaboration with District EL Coaches, the onsite Academic Coach, and site administration. Multiple data sources—including the Ellevation Platform, District Reports, and site-level data sheets—are used to ensure students are making growth toward proficiency and reclassification.
- **ELAC -** Families and parents of English Learners are encouraged to attend and actively participate in ELAC meetings. These meetings provide updates, resources, and strategies for supporting their child's language development and academic success
- **Home-School Liaison Support-** The Home–School Liaison communicates with families through phone calls and Parent Square to share meeting dates, resources, and attendance updates, ensuring families stay informed and engaged.
- **Professional Development -** As funding and District offerings allow, teachers are provided opportunities to engage in additional professional learning focused on effective English Learner strategies. These trainings support the implementation of high-quality instruction across all content areas.
- **Bilingual Paraprofessionals & Moreno Tutors -** Provide support to EL students around reading strategies that support their language, reading, & writing development.

Student Groups

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

English Learner (EL):

- Bilingual Paraprofessionals & Moreno Institute 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

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 & Moreno Tutor 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 laptops & 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.

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 and goal setting aligned with district and state benchmarks.
- Use formative assessments and progress monitoring tools to track student growth
- 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
- Provide babysitting services for ELAC meetings, coffee hours, family engagement meetings, and workshops to all parent participation
- Monthly attendance meetings to ensure students are attending school consistently and improving academically and social emotionally

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family Literacy Nights
- Workshops for parents before or after school
- Home-School Reading Logs
- Monthly Parent Square Literacy Tips & Videos
- Library Family Nights - Librarian can host
- Kinder Readiness Events for Incoming Families
- IHeart Reading - Book Giveaways/Bookmobile Visits
- Reading Club

Professional Learning

Describe Professional Learning related to this action.

- Academic Coach providing Foundational Skills training to new teachers & paraprofessionals
- Literacy Walks - Teacher led walks facilitated by administration, district leaders, and academic coach to refine and provide feedback on tier 1 instruction and small group instruction through the literacy block
- Support from District Leaders to facilitate professional learning around Writing in the early grades
- Opportunities for professional learning offered by the district that align to our metrics in District Goals

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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

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 assessments, including FSA, BAS, TK FSA, Progress Monitoring Data Sheets with quarterly and quarterly CFAs

- K-2nd: Progress Monitoring Data Sheets with quarterly benchmarks that include Regional FSA, ASR, CFAs, Fluency, & BAS measuring student outcomes & goal setting.
- Strengthened intervention structures & progress monitoring, resulting in accelerated progress for struggling readers.
- 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

And ultimately achieve these impacts.

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

We will ultimately achieve these impacts by increasing the number of students who are on or above grade level in Spanish iReady D3.

By June of 2027, 65% of Kindergarten Students will have mastered foundational skills as measured by the district FSA.

***By* June of 2027, 85% of 1st graders will have met reading proficiency as measured by iReady D3 in Spanish.**

By June of 202, 75% of 2nd graders will have met reading proficiency as measured by iReady D3 Spanish.

- A sustainable, data-driven instructional culture embedded in PLC practices.
- Reduced need for intensive Tier 3 interventions due to strong foundational literacy development in early grades.
- Outcomes measured by growth from distance from standard

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

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Academic Performance in Language Arts

Action Details

Literacy Intervention

Sunset Elementary will implement a multi-tiered system (MTSS) of supports for English Language Arts & Spanish Language Arts designed to develop and fortify literacy skills 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 and scaffolded for all students. 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.
- A focus on aligning tasks to learning intentions and success criteria for all teachers in grades K-6
- Academic Coach will support with coaching cycles, side by side teaching and PLC support with planning and backward mapping.
- 3rd - 6th will continue to utilize standard based lessons, assessments, & resources (iReady Standards Mastery, FIABs, & IABs) to monitor progress towards student mastery.

Tier 2:

- Struggling learners, of 1 grade level below that are identified through assessments like iReady, CFAs, IABs, FIABs, & iReady standards mastery assessments, 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.

Tier 3:

- Identified students, based on District Metric iReady diagnositic & SBAC DFS results will have 6–8-week intervention sessions with teacher or trained bilingual instructional aid to progress monitor growth. During and afterschool intervention will be provided to address learning gaps.
- 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, students in grades 3–6 who are currently performing one or more grade levels below will demonstrate measurable growth in literacy proficiency as measured by iReady D3 and ELA SBAC.*** **Specifically, the percentage of intervention students moving one grade-level band closer to proficiency will increase from 33% to 36.6%, reflecting an overall 3.6% increase in students progressing toward grade-level proficiency.**
- ***By June 2026, Sunset Elementary will make improvement in distance from standards in ELA from +4.9 to +15 with an increase of students meeting proficiency from 54% to 59% as measured by the Smarter Balanced Summative Assessment (SBAC).***

Direct Instructional Services

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:

- Response to Intervention in the classroom with the support of our paraprofessionals, tutors, and Resource Specialist
- Language Arts Guaranteed and Viable Curriculum resources and materials- Maravillas & Wonders.
- 4 Bilingual Instructional Aides
- Materials and supplies to promote parent engagement, including, but not limited to books, spirit wear, food, technology, and other materials needed to increase parent participation.
- Online resources such as software and licenses including, but not limited to Raz-Kids, iReady, Reflex, and other digital means.
- Supplemental contracts for certificated, and classified staff for planning, professional learning, tutoring, supervision of students, and to promote parent and student engagement.
- Substitutes for monthly Student Success Team and Individual Education Plan (IEP) meetings, professional learning, planning, peer observations, assessments, and data chats.
- Supplemental contracts for classified employees to support with instructional materials.
- Materials and supplies that support instruction including, but not limited to, classroom supplies, graphics, technology, lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support program needs (Tier I, 2, and 3)
- Purchase orders to promote student and parent engagement, community events, and activities.
- Incentives and awards for students' academic progress and achievements, including but not limited to field trips, dances, assemblies, food, and party supplies.
- Technology to support delivery of instruction such as document cameras, poster maker, tablets, headphones, and other accessories/supplies, as needed.
- Direct maintenance and repairs of technology and other
- Funds allocated for food services to support student and parent engagement.
- Funds to cover the cost of professional learning, including, but not limited to materials, technology, speakers, travel, substitute teachers, supplemental contracts, food, 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.

EL Data according to Ellevation:

- *EL Students - 92*
- *LTELs - 0*
- *EL Students win IEP - 19*
- *At Risk of LTELs - 9*
- *Not on Track Students- 9*
- *On Track Students - 73*

- *Reclassified Students - 19*

2. Targeted supports at Sunset that are provided to all English Learner (EL) students, including newcomers, Long-Term English Learner (LTELS) students, and students who have been reclassified are the following:

- **ELD Instruction** - As a Dual Language school, all students participate in a designated English Language Development (ELD) block. Instruction is aligned to each student's English proficiency level and incorporates all four language domains: Listening, Speaking, Reading, and Writing.
- **Intervention for newcomers, LTELs, & ELs-** Targeted small-group instruction is provided during the English block by classroom teachers and bilingual paraprofessionals. These interventions are designed to address specific language needs and accelerate language development.
- **Monitoring & Support-** Student progress is continuously monitored through collaboration with District EL Coaches, the onsite Academic Coach, and site administration. Multiple data sources—including the Ellevation Platform, District Reports, and site-level data sheets—are used to ensure students are making growth toward proficiency and reclassification.
- **ELAC -** Families and parents of English Learners are encouraged to attend and actively participate in ELAC meetings. These meetings provide updates, resources, and strategies for supporting their child's language development and academic success
- **Home-School Liaison Support-** The Home–School Liaison communicates with families through phone calls and Parent Square to share meeting dates, resources, and attendance updates, ensuring families stay informed and engaged.
- **Professional Development -** As funding and District offerings allow, teachers are provided opportunities to engage in additional professional learning focused on effective English Learner strategies. These trainings support the implementation of high-quality instruction across all content areas. Continue professional Learning opportunities focused on ELD language domains and task types, supported by the Multilingual departmen
- **Bilingual Paraprofessionals & Moreno Tutors** - Provide support to EL students around reading strategies that support their language, reading, & writing development.
- **Data -** 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?

Planned expenses to support targeted subgroups will include:

English Learner (EL):

- Bilingual Paraprofessionals & Moreno Institute 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

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 & Moreno Tutor 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 laptops & 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.

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 and goal setting aligned with district and state benchmarks.
- Use formative assessments and progress monitoring tools to track student growth
- 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
- Provide babysitting services for ELAC meetings, coffee hours, family engagement meetings, and workshops to all parent participation
- Monthly attendance meetings to ensure students are attending school consistently and improving academically and social emotionally

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family Literacy Nights
- Workshops for parents before or after school
- Home-School Reading Challenges
- Monthly Parent Square Literacy Tips & Videos
- Library Family Nights - Librarian can host
- Parent-Teacher Literacy Conferences
- A list of Online Literacy Support programs for Families
- IHeart Reading - Book Giveaways/Bookmobile Visits
- Reading Club

Professional Learning

Describe Professional Learning related to this action.

- Targeted Intervention Strategies PD in collaboration with Academic Coach, Department Leaders, and Administration
- Literacy Walks - Teacher led walks facilitated by administration, district leaders, and academic coach to refine and provide feedback on tier 1 instruction and small group instruction through the literacy block
- Data Analysis & Progress Monitoring Chats with teachers and PLCs
- Collaborative Coaching Cycles facilitated by the Academic Coach and Department Coaches
- Professional Learning on MTSS/RTI Framework & Structures for all Staff members

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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.

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.

We will shape these behaviors by utilizing district benchmark, iReady Diagnostic reading assessments, including FIABs, IABs, iReady Standards Mastery, Progress Monitoring Data Sheets with quarterly CFAs, and SBAC Interim assessments:

- 3rd - 6th: Progress Monitoring Data Sheets with quarterly benchmarks that include IABs, FIABs, iReady Diagnostic, ASR measuring student outcomes & goal setting.
- Strengthened intervention structures & progress monitoring, resulting in accelerated progress for struggling readers.
- 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

And ultimately achieve these impacts.

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

We will ultimately achieve these impacts by increasing the number of SBAC students who meet and exceed the reading standards from 54% to 59% and increasing the distance from the standards met from +4.9 to 15 and by demonstrating that *students in grades 3–6 will demonstrate measurable growth in literacy proficiency as measured by iReady D3 and ELA SBAC.* Specifically, the percentage of intervention students moving one grade-level band closer to proficiency will increase from 33% to 36.6%, reflecting an overall 3.6% increase in students progressing toward grade-level proficiency.

- A sustainable, data-driven instructional culture embedded in PLC practices.
- Reduced need for intensive Tier 3 interventions due to strong foundational literacy development in early grades.
- Outcomes measured by growth from distance from standard

- 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.

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

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Academic Performance in Mathematics

Action Details

Literacy Intervention

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, 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), SWUN 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 SBAC, iReady, FIABs, standards based assssments at the end of the math unit 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 CFA's, iReady diagnostics 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 +1.6 to +16.7 with an increase of students meeting proficiency from 54% to 59% as measured by the Smarter Balanced Summative Assessment (SBAC).

Direct Instructional Services

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

- *Professional learning on the use of the Mathematical Practices (conceptual and procedural) and focused reteaching*
- Response to Intervention in the classroom with the support of our paraprofessionals, tutors, and Resource Specialist
- 4 Bilingual Instructional Aides
- Materials and supplies to promote parent engagement, including, but not limited to books, spirit wear, food, technology, and other materials needed to increase parent participation.

- Online resources such as software and licenses including, but not limited to Raz-Kids, iReady Standards Mastery, Reflex, and other digital means.
- Supplemental contracts for certificated, and classified staff for planning, professional learning, tutoring, supervision of students, and to promote parent and student engagement.
- Substitutes for monthly Student Success Team and Individual Education Plan (IEP) meetings, professional learning, planning, peer observations, assessments, and data chats.
- Supplemental contracts for classified employees to support with instructional materials.
- Materials and supplies that support instruction including, but not limited to, classroom supplies, graphics, technology, lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support program needs (Tier I, 2, and 3)
- Purchase orders to promote student and parent engagement, community events, and activities.
- Incentives and awards for students' academic progress and achievements, including but not limited to field trips, dances, assemblies, food, and party supplies.
- Technology to support delivery of instruction such as document cameras, poster maker, tablets, headphones, and other accessories/supplies, as needed.
- Direct maintenance and repairs of technology and other
- Funds allocated for food services to support student and parent engagement.
- Funds to cover the cost of professional learning, including, but not limited to materials, technology, speakers, travel, substitute teachers, supplemental contracts, food, etc.
- 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.

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.

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.

EL Data according to Ellevation:

- *EL Students - 92*
- *LTELs - 0*
- *EL Students win IEP - 19*
- *At Risk of LTELs - 9*
- *Not on Track Students- 9*
- *On Track Students - 73*
- *Reclassified Students - 19*

2. Targeted supports at Sunset that are provided to all English Learner (EL) students, including newcomers, Long-Term English Learner (LTELS) students, and students who have been reclassified are the following:

- **Language Supports Integrated into Math Lessons -** Use of sentence frames, word banks, visuals and key math vocabulary and sentence starters for math discussions. Anchor charts displaying math language, processes, and models.
- **Scaffolded Word Problems -** Break word problems into smaller chunks and highlight key information. Provide bilingual glossaries or translated problem summaries when appropriate. and offer multiple-entry points: drawings, manipulatives, graphic organizers

- **Monitoring & Support-** Student progress is continuously monitored through collaboration with District EL Coaches, the onsite Academic Coach, and site administration. Multiple data sources—including the Ellevation Platform, District Reports, and site-level data sheets—are used to ensure students are making growth toward proficiency and reclassification.
- **ELAC -** Families and parents of English Learners are encouraged to attend and actively participate in ELAC meetings. These meetings provide updates, resources, and strategies for supporting their child's language development and academic success
- **Home-School Liaison Support-** The Home–School Liaison communicates with families through phone calls and Parent Square to share meeting dates, resources, and attendance updates, ensuring families stay informed and engaged.
- **Professional Development -** As funding and District offerings allow, teachers are provided opportunities to engage in additional professional learning focused on effective English Learner strategies. These trainings support the implementation of high-quality instruction across all content areas. Continue professional Learning opportunities focused on ELD language domains and task types, supported by the Multilingual departmen
- **Bilingual Paraprofessionals & Moreno Tutors -** Provide support to EL students around reading strategies that support their language, reading, & writing development.
- **Data -** 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?

English Learner (EL):

- Bilingual Paraprofessionals & Moreno Institute 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 math & literacy skills
- Providing extra pay contracts to certificated & classified to provide targeted after school tutoring.
- 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

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

English Learner (EL):

- Bilingual Paraprofessionals & Moreno Tutor 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 laptops & 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.

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 and goal setting aligned with district and state benchmarks.
- Use formative assessments and progress monitoring tools to track student growth
- 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
- Provide babysitting services for ELAC meetings, coffee hours, family engagement meetings, and workshops to all parent participation
- Monthly attendance meetings to ensure students are attending school consistently and improving academically and social emotionally

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family Math Nights
- Math Workshop Sessions for Parents
- Math Project or STEM Showcase Nights
- Coffee Hours, ELAc & Parent Workshops

Professional Learning

Describe Professional Learning related to this action.

- Targeted Intervention Strategies PD in collaboration with Academic Coach, Department Leaders, and Administration
- Math Walks - Teacher led walks facilitated by administration, district leaders, and academic coach to refine and provide feedback on tier 1 instruction and small group instruction through the literacy block
- Classroom Modeling & Coaching Cycles
- Data Analysis & Progress Monitoring Chats with teachers and PLCs
- Collaborative Coaching Cycles facilitated by the Academic Coach and Department Coaches
- Professional Learning on MTSS/RTI Framework & Structures for all Staff members
- Technology-Enhanced Math Instruction

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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

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 and Progress Monitoring Data Sheets with quarterly CFAs, and SBAC Interim assessments:

- Strengthened intervention structures & progress monitoring, resulting in accelerated progress for students struggling with math concepts/fluency.
- Effective collaboration within PLCs leading to refined instructional practices.
- Strengthen school wide use of the Mathematical practices and focused reteaching.

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

We will ultimately achieve these impacts by increasing the number of SBAC students who meet and exceed the reading standards from 54% to 59% and increasing the distance from the standards met from 1.6 to 16.7.

- A sustainable, data-driven instructional culture embedded in PLC practices.
- Outcomes measured by growth from distance from standard

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

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

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 CFA's, iReady diagnostics, & ASR will have 6–8-week intervention sessions with teacher or trained bilingual instructional aid to progress monitor growth. 1st - 3rd identfied 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 of 2026, EL students will demonstrate a 5% increase from 50% to 55% in making 1 ELPI growth as measured by the California Dashboard.**

Direct Instructional Services

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

- ELPAC training for all teachers and tutors
- Implementation of Teaching and Learning Cycle
- Blended Learning
- Bilingual Para & Moreno Tutor to support with ELPAC practice and tutoring.
- Resources and supplemental contracts to facilitate professional learning opportunities for certificated and classified staff, focused on building capacity to effectively teach literacy skills.
- Effective teacher planning structures for implementation of EL instruction and EL program consideration, including DLI program articulation.
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Designated and Integrated ELD embedded throughout each lesson.

- Use of academic discourse & visual supports
- Support from bilingual paraprofessionals
- Full implementation of the Teaching and Learning Cycle
- Explicit instruction with language analysis
- Technology to support delivery of instruction and replace items such as, document cameras, poster maker, tablets, headphones, and other accessories/supplies, as needed.
- Home School Liaison to support and communicate with parents.
- Professional Learning on EL development and understanding of English language domains.
- Provide appropriate interventions based on student needs (ELs, LTELs, at-risk of becoming LTELs and newcomers) and data trends.
- Data chats to communicate expectations and commitments of teachers and students to increase linguistic and academic achievement.
- Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
- Disaggregate EL student data to monitor progress and create action plan for literacy in Spanish (Grades TK-2) and progress along the ELD Proficiency Level Continuum towards reclassification (Grades 3-6).
- Reclassification celebration

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.

. 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.

EL Data according to Ellevation:

- *EL Students - 92*
- *LTELs - 0*
- *EL Students win IEP - 19*
- *At Risk of LTELs - 9*
- *Not on Track Students- 9*
- *On Track Students - 73*
- *Reclassified Students - 19*

2. Targeted supports at Sunset that are provided to all English Learner (EL) students, including newcomers, Long-Term English Learner (LTELS) students, and students who have been reclassified are the following:

- **ELD Instruction -** As a Dual Language school, all students participate in a designated English Language Development (ELD) block. Instruction is aligned to each student's English proficiency level and incorporates all four language domains: Listening, Speaking, Reading, and Writing.

- **Intervention for newcomers, LTELs, & ELs-** Targeted small-group instruction is provided during the English block by classroom teachers and bilingual paraprofessionals. These interventions are designed to address specific language needs and accelerate language development.
- **Monitoring & Support-** Student progress is continuously monitored through collaboration with District EL Coaches, the onsite Academic Coach, and site administration. Multiple data sources—including the Ellevation Platform, District Reports, and site-level data sheets—are used to ensure students are making growth toward proficiency and reclassification.
- **ELAC -** Families and parents of English Learners are encouraged to attend and actively participate in ELAC meetings. These meetings provide updates, resources, and strategies for supporting their child's language development and academic success
- **Home-School Liaison Support-** The Home–School Liaison communicates with families through phone calls and Parent Square to share meeting dates, resources, and attendance updates, ensuring families stay informed and engaged.
- **Professional Development -** As funding and District offerings allow, teachers are provided opportunities to engage in additional professional learning focused on effective English Learner strategies. These trainings support the implementation of high-quality instruction across all content areas. Continue professional Learning opportunities focused on ELD language domains and task types, supported by the Multilingual department
- **Bilingual Paraprofessionals & Moreno Tutors -** Provide support to EL students around reading strategies that support their language, reading, & writing development.
- **Data -** 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?

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*

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

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.*

- *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

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

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
- 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).

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- ELAC (English Learner Advisory Committee) Meetings
- Multilingual Parent Workshops
- Newcomer Family Orientation
- Coffee Hours
- Babysitting Provided to attend engagements
- Cultural Celebrations & Multicultural Nights
- Parent Technology Workshops
- Family Literacy Nights
- A list of Online Literacy Support programs for Families

Professional Learning

Describe Professional Learning related to this action.

- Integrated & Designated ELD Training using EL Standards (Review & Onboarding)
- EL Progress Monitoring & Data Analysis
- Collaborative Coaching Cycles facilitated by the Academic Coach and Department Coaches
- Data Analysis & Progress Monitoring Chats with teachers and PLCs

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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

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 & LTELs.
- 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

And ultimately achieve these impacts.

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

We will ultimately achieve these impacts by increasing the number of students who progress one ELPI level and improve proficiency from 50% to 55% as measured by the California Dashboard.

- 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher subs (8 SSTs, 3 chats, 18 BAS, 9 k-2 progress monitoring) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	10,744.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom **Budget lines for personnel include salaries and related benefits	14,909.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Academic Support in the classroom **Budget lines for personnel include salaries and related benefits	18,147.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			headphones and other necessary technology	1,008.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for 54 (PLC planning 18 x 3 a year) **Budget lines for personnel include salaries and related benefits	16,711.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract for teachers (Tutoring, PL, Planning) **Budget lines for personnel include salaries and related benefits	20,060.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Instructional Aide Supplemental for tutoring after school **Budget lines for personnel include salaries and related benefits	32,218.00
G1A1	Sup & Conc	Instruction	Bks & Ref			books, digital licenses, subscriptions, materials	8,200.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Hardware/Software/Technology	3,488.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Moreno Institute : To support 3rd-6th students, split funded with 7091	11,918.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		12,821.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		15,383.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials, supplies, and services to support academics and student engagement	2,358.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: materials to support academics and student engagement	27,276.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Maintenance and repair of technology	2,018.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics/awards/other academic and social emotional supports. Graphics Dept closing, moved from object 5725 to 5899.	3,000.00
G1A3	LCFF: EL	Instruction	Cons Svc/Oth			Moreno Institute : To support 3rd-6th students, split funded with 7090	15,898.00

$216,157.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28 - Student Engagement in Arts & Activities

Action Details

Health & Wellness

Sunset Elementary is committed to increase student participation throughout the year by engaging students in culturally inclusive clubs, visual and performing arts activities, study trips, school-wide activities, and class-sponsored activities 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 2026, the percent favorable in student engagement will increase by 5% from 89% to 94% as measured by the 2026 Fall-Climate and Culture Student survey.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

- 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.
- Registration fees for sports/extra-curricular activities-Peach Blossom
- Funds from Prop 28 to contract vendors that provide engagement activities (arts and crafts, music, sports, science, etc.)
- Prop 28 bus line to cover Art opportunities 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.

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

Funds used for Parent Participation in school events/meetings

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

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 arts/cultural activities during school.*
- *Partnerships with Arte Americas to build cultural connections*
- *Partnerships with Arts Integration for All to discover other cultural dances K-6*
- *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):

- Commination with parents regarding arts integration program at school through home school liaison
- Bilingual Para-professionals will be used during lessons to support students

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

English Learner (EL):

- Materials and supplies to support weekly art lessons, Art show,

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

English Learner (EL):

- Proposition 28 funds contracts to support engagement in the arts
- Bilingual Para-professionals will be used during lessons to support students

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

The school will create inclusive opportunities for families to partner in strengthening student engagement by offering multilingual communication, flexible meeting times, and regular updates on attendance, behavior, and academic progress. Families will be invited to participate in student engagement events such as recognition assemblies, goal-setting meetings, and workshops that equip caregivers with strategies to support motivation, organization, and positive behavior at home. Parents of students needing additional support will be included in developing engagement plans to enhance consistency between home and school.

Professional Learning

Describe Professional Learning related to this action.

Staff will participate in professional learning that strengthens practices promoting student engagement, including effective classroom management, relationship-building strategies, and implementation of schoolwide expectations. Training will focus on culturally responsive teaching, positive behavior supports, and strategies to increase participation, motivation, and on-task behavior. Teachers will also engage in collaborative planning, data review, and coaching to ensure consistent, schoolwide implementation of engagement systems and interventions.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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

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

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

Teachers will receive in-service highlighting the importance of building student engagement addressing the questions on Student Climate Survey

How will these outcomes be measured?

- *Climate and Culture Survey*
- *Number of referrals for TST/ SST related social emotional*

Who will monitor?

- *TST Team*
- *Admin*
- *PLCs*

Shape these behaviors...

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

By Fall of 2026, the percent favorable in student engagement will increase by 5% from 89% to 94% as measured by the 2026 Fall-Climate and Culture Student survey.

(Subgroup of EL 82% Favorable in Fall 2026)

How will these outcomes be measured?

- *Climate and Culture Survey*
- *Number of referrals for TST/ SST related social emotional*

Who will monitor?

- *TST Team*
- *Admin*
- *PLCs*

And ultimately achieve these impacts.

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

By spring of 2027, the percent favorable in student engagement will increase by 2% from 94% to 96% as measured by the 2026 Fall-Climate and Culture Student survey.

(Subgroup of EL 85% Favorable in Spring 2027)

How will these outcomes be measured?

- *Climate and Culture Survey*
- *Number of referrals for TST/ SST related social emotional*

Who will monitor?

- *TST Team*
- *Admin*
- *PLCs*

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Social Emotional Learning

Action Details

Health & Wellness

Sunset School will implement and sustain schoolwide systems that support students in staying on track for graduation by promoting positive behavior and consistent common practices. Staff will utilize district-adopted, research-based programs to enhance students' social skills, improve schoolwide safety and civility, and prevent bullying. Through ongoing professional development, classroom meetings, and Tier 2 interventions, the school will strengthen students' Emotional Intelligence competencies, including Self-Awareness, Self-Management, Social Awareness, and Relationship Management.

Direct instructional services will provide students with targeted, research-based academic and behavioral support aligned to grade-level standards and schoolwide goals. Teachers and support staff will deliver instruction through whole-group lessons, small-group intervention, individualized support, and evidence-based instructional practices designed to improve student outcomes in core content areas and social-emotional development.

Goal: By Fall of 2026, the percent favorable in student social emotional learning section will increase by 3% from 93% to 96% as measured by the 2026 Fall-Climate and Culture Student survey.

Goal: By Fall of 2026 the percent of teachers using second step curriculum will be at 85% with 70% of them using the correct pacing as follows Q1 5 lessons, Q2 10 lessons, Q2 15 lessons, Q4 20 lessons.

Direct Instructional Services

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

- SEL curricula aligned to district frameworks (e.g., emotional intelligence, positive behavior supports)
- Intervention programs and progress-monitoring tools for Tier 2 and Tier 3 supports
- Digital learning platforms and online instructional programs- Second Step
- Purchase orders for materials, supplies, and services to support student and parent engagement.
- Direct Food Services for parent/ student meetings
- Direct Food Services for recognition when students have met social emotional goals
- Supplemental contracts for certificated and classified staff to support with community events &clubs
- Funds to provide incentives for students to participate in social emotional learning (Tier 2 student incentives)
- Guest speakers to teach social emotional strategies, growth mindset

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,

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.*
- *TST and 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 reclassified*

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 in the classroom
- 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 social emotional instruction
- Classified tutoring support of student learning, incentives provided for making adequate progress (academic or social emotional)
- 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 to build a sense of belonging
- Celebrating cultural holidays, such as Dia de Muertos, Dia de Nino, Black History Month to highlight cultural awareness
- Students celebrate the power of being bilingual in announcements,
- Continue to communicate with parents on the importance of field trip participation to help with student culture

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family Workshops and Learning Nights
- Regular Two-Way Communication Systems
- Multilingual Access and Translation
- Collaboration in Intervention Processes

Describe inclusive opportunities to increase family engagement related to this action.

Sunset will provide inclusive opportunities for families to participate in their child's academic and social-emotional learning. Engagement activities will include multilingual communication, parent workshops, and flexible meeting times to reduce barriers. Families will receive regular updates on student progress and guidance on supporting learning at home. Parents of students receiving interventions will be included in goal-setting and progress conversations to strengthen home-school collaboration.

Professional Learning

Describe Professional Learning related to this action.

Staff will participate in ongoing professional learning focused on delivering high-quality instruction, implementing district-adopted curriculum, and strengthening schoolwide behavior and SEL systems. Training will include strategies for teaching emotional intelligence competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Management), effective Tier 1 classroom practices, and targeted Tier 2 interventions. Teachers will engage in data analysis, collaborative planning, and follow-up coaching to ensure consistent implementation of instructional and behavioral supports across the school.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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: Students will engage in social emotional learning that will help shape their self worth, self regulation, and help build a better version of themselves

How will outcomes be measured?

- Climate and Culture Survey Fall 2026 and Spring 2027
- Getting feedback from staff, PLCs, ILT, CCT

Who will measure?

- Staff, 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.

Goal: By Fall of 2026, the percent favorable in student social emotional learning will increase by 3% from 93% to 96% as measured by the 2026 Fall-Climate and Culture Student survey.

Goal: By Fall of 2026 the percent of teachers using second step curriculum will be at 80% with 65% of them using the correct pacing as follows Q1 5 lessons, Q2 10 lessons,

How will outcomes be measured?

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

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.

Goal: By Spring of 2027, the percent favorable in student social emotional learning will increase by 2% from 96% to 98% as measured by the 2026 Fall-Climate and Culture Student survey.

Goal: By Fall of 2027 the percent of teachers using second step curriculum will be at 85% with 70% of them using the correct pacing as follows: Q3 15 lessons, Q4 20 lessons.

How will outcomes be measured?

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

Who will measure?

- Staff, CCT, Admin

Who will measure?

- Staff, CCT, Admin

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Chronic Absenteeism

Action Details

Equitable Access

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 June of 2027, the percentage of chronic absenteeism will decrease by 3% from 12% to 9% as measured by data collected from California Dashboard & Atlas.

Direct Instructional Services

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

- Athletics, Leadership, Cross-cultural elements (Science, Technology, Engineering, Arts, and Music + Athletics, Leadership, Cultural) for all students K-6 to ensure students are fully engaged in school, and to give students venues to build relationships with positive adult role models in non-academic settings
- Providing monthly calendared events/activities that are centered around Cultural Proficiency, Multiculturalism and Character Traits (to include a variety of assemblies, speakers and student/grade level and community involvement)
- A wide variety of extra-curricular engagements are offered including Peach Blossom, Drama Club, Art Club, Student Council, Student Leadership, Band, Strings, Choir, after-school program , 4th Grade Recorders, Minecraft Club, Boys to Men Club, Girl Power
- Monitoring attendance to ensure interventions for all students with poor attendance, involvement in Goal 2, and a connection with a peer
- HSL, outreach to parents and students with chronic absenteeism
- Fun Music Day on Fridays
- Tiered levels of support: Attendance interventions through Home School Liaison contracts and home visits, attendance conferences with principal, personal phone contacts from teachers and administrators, parent and student informal attendance conferences, student attendance meetings with principal
- Cub Check-in for at-risk students to build a positive connection to adults and school
- 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.

- 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.

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 utilizing bilingual instructional aids for small group intervention based on student attendance needs . Bilingual aids will work with a group of chronic absent students to help build community and sense of belonging, while providing incentives for daily attendance.

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

With 7091 funds we plan to support English Learners and all students by providing additional support utilizing bilingual instructional aids for small group intervention based on student attendance needs . Bilingual aids will work with a group of chronic absent students to help build community and sense of belonging, while providing incentives for daily 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.*
- *Quarterly individual awards and incentives to recognize student attendance*
- *Quarterly grade level recognition for classes with the best attendance*
- *Weekly recognition for classes with Friday school spirit to help build sense of belonging*
- *Quarterly SSC and ELAC meetings will be held. Topics will include presentations on current attendance data.*
- TST meeting will include attendance referrals
- TST members will review progress data on attendance
- Climate and Culture Team will compile, unpack, and plan next steps around attendance data once a month

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 attendance

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

English Learner (EL):

- Instructional aide to support with Tier 2 attendance support- Cub Check in
- Parent Meetings with topics addressing how to support attendance SSC/ELAC
- Incentives for good attendance for students who are in Cub Check in

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
- Continue to have our HSL work with families that have a pattern of absenteeism
- Provide students with incentives for attending school daily

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

The school will provide inclusive opportunities for families to partner in reducing chronic absenteeism by offering multilingual communication, personalized attendance updates, and flexible meeting times to discuss barriers to regular attendance. Families will be invited to participate in attendance workshops, recognition events that celebrate improved attendance, and solution-focused conferences that connect them with school and community resources. Caregivers of students with persistent absences will be included in developing individualized attendance improvement plans to ensure consistent support between home and school.

Professional Learning

Describe Professional Learning related to this action.

Staff will participate in professional learning focused on evidence-based strategies to reduce chronic absenteeism, including building strong relationships with students and families, using early-warning attendance data, and implementing consistent Tier 1–Tier 2 attendance supports. Training will include effective family outreach strategies. Staff will engage in collaborative data reviews and coaching to ensure consistent implementation of attendance interventions and proactive re-engagement strategies schoolwide during data chats with administration.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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:

PL learning for teachers sharing goals on attendance for the year, goals and actions.

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:

By December of 2026, the percentage of chronic absenteeism will decrease by 2% from 14% to 12% as measured by data collected from California Dashboard & Atlas.

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:

By June of 2027, the percentage of chronic absenteeism will decrease by 3% from 12% to 9% as measured by data collected from California Dashboard & Atlas.

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			childcare for parent participation **Budget lines for personnel include salaries and related benefits	1,560.00

$1,560.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Health and Wellness Guardrail- Effective Staff

Action Details

In order to reverse the high teacher turnover, 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.

Goal: By Spring of 2027, the percent favorable in health and wellness guardrail domain will increase by 3% from 90% to 93% as measured by the 2027 Fall-Climate and Culture Staff survey.

Direct Instructional Services

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, and Reflex math and other digital means
- Professional Development Services, to build transparency and vertical articulation among grade levels.
- Supplemental contracts for certificated and classified employees to attend professional development meetings
- Supplemental contracts for teacher planning to help with alignment of instruction
- 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, etc.
- Services to facilitate professional learning opportunities including but not limited to speakers, consultants, etc.
- Technology to support delivery of professional learning
- Direct maintenance and repairs to class technology
- Direct Services for Food services for meetings and professional development days

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.

- ELPAC training for teachers and tutors
- Full implementation of Teaching and Learning Cycle
- Blended Learning
- Paraprofessionals to support with ELPAC practice and tutoring.
- Professional Development materials and supplies
- Team building activities/resources

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?

N/A

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

N/A

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

To support the staff health and wellness guardrail focused on feeling valued by supervisors, the school can create inclusive opportunities for families to engage in meaningful ways. These include hosting wellness and appreciation events that highlight how staff are supported, inviting families to participate in appreciation activities like kudos boards or multilingual thank-you messages. Together, these actions build a supportive, transparent culture where staff feel genuinely valued and families feel connected to the school community.

Professional Learning

Describe Professional Learning related to this action.

Professional learning related to this action focuses on strengthening communication, relational leadership, and collaborative practices that build trust and transparency across the school community. This includes training on effective two-way communication strategies, approaches for giving and receiving strengths-based feedback, and methods for engaging staff in shared problem-solving and decision-making. Learning high leverage practices from each other will be incorporated into professional learning.

Describe Professional Learning related to this action.

- Create Opportunities to Celebrate All Staff Members
- Provide Clear, Accessible Communication About Wellness Supports
- Collect Quarterly Staff Feedback to Strengthen Health & Wellness Integration

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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.

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?

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:

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:

- Staff, PLCs, ILT, CCT, Admin

- "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

- "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

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Community Engagement

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 spring of 2027, the percent favorable in family engagement domain will increase by 2% from 96% to 98% as measured by the 2027 Fall-Climate and Culture Parent survey.

Direct Instructional Services

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.
- 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 (Family Literacy Nights)
- 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
- Student and Family celebrations: EL reclassification breakfast, Sports Gala

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.

-

- Home School Liaison to support and increase parent understanding and connectedness using Parent University materials and PowerPoints
- EL Afterschool or Before School Tutoring
- Materials and Supplies provided to support family participation in meetings or events
- 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).

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Inclusive opportunities to increase family engagement can center on creating welcoming, accessible, and culturally responsive ways for families to connect with the school community. This may include hosting multilingual family forums where families can share input on school priorities, offering family workshops that highlight how the school supports staff and student well-being, and creating collaborative committees that include families in school climate and culture planning. The school can also engage families through appreciation events, interactive communication tools, and opportunities to contribute to recognition activities that honor staff and celebrate diverse cultures. By providing multiple entry points families feel seen, valued, and included as partners, strengthening trust and deepening their connection to the school.

Professional Learning

Describe Professional Learning related to this action.

Professional learning related to this action focuses on equipping staff with the knowledge and skills to build meaningful, culturally responsive partnerships with families. This may include training on effective two-way communication strategies, understanding diverse family perspectives, and creating inclusive spaces where all families feel welcome and valued.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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:

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.

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.

- 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.

- *By fall of 2026, the percent favorable in family engagement domain will increase by 1% from 96% to 97% as measured by the 2027 Fall-Climate and Culture Parent survey.*

Who will monitor?

- Principal, VP, support staff, and teachers.

- *By spring of 2027, the percent favorable in family engagement domain will increase by 2% from 96% to 98% as measured by the 2027 Fall-Climate and Culture Parent survey.*

Who will monitor?

- Principal, VP, support staff, and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Copier Maint			Richo Copier	5,000.00
G3A1	Sup & Conc	Parent Participation	Oth Cls-Supp			supplemental for contracts for classified to support with community events **Budget lines for personnel include salaries and related benefits	3,743.00

$8,743.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0435 Sunset Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0435	1110	1000	1120	Teacher-Subs					G1A1	Teacher subs (8 SSTs, 3 chats, 18 BAS, 9 k-2 progress monitoring) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	10,744.00
060	3010	0435	1110	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	Malcos, Francisca	0.3750	G1A1	Academic Support in the classroom **Budget lines for personnel include salaries and related benefits	14,909.00
060	3010	0435	1110	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	Jimenez, Dulce	0.3750	G1A1	Academic Support in the classroom **Budget lines for personnel include salaries and related benefits	18,147.00
060	3010	0435	1110	1000	4400	Nc-Equipment					G1A1	headphones and other necessary technology	1,008.00
060	3010	0435	1110	2495	2960	Oth Cls-Supp					G2A1	childcare for parent participation **Budget lines for personnel include salaries and related benefits	1,560.00
030	7090	0435	1110	1000	1120	Teacher-Subs					G1A1	Teacher Subs for 54 (PLC planning 18 x 3 a year) **Budget lines for personnel include salaries and related benefits	16,711.00
030	7090	0435	1110	1000	1160	Teacher-Supp					G1A1	Supplemental Contract for teachers (Tutoring, PL, Planning) **Budget lines for personnel include salaries and related benefits	20,060.00
030	7090	0435	1110	1000	2160	Ins Aide-Sup					G1A1	Instructional Aide Supplemental for tutoring after school **Budget lines for personnel include salaries and related benefits	32,218.00
030	7090	0435	1110	1000	4200	Bks & Ref					G1A1	books, digital licenses, subscriptions, materials	8,200.00
030	7090	0435	1110	1000	4300	Mat & Supp					G1A2	: materials to support academics and student engagement	27,276.00
030	7090	0435	1110	1000	4400	Nc-Equipment					G1A1	Hardware/Software/Technology	3,488.00
030	7090	0435	1110	1000	5633	Copier Maint					G3A1	Richo Copier	5,000.00
030	7090	0435	1110	1000	5723	Direct-Maint					G1A2	Maintenance and repair of technology	2,018.00
030	7090	0435	1110	1000	5899	Cons Svc/Oth					G1A2	TBD : Graphics/awards/other academic and social emotional supports. Graphics Dept closing, moved from object 5725 to 5899.	3,000.00
030	7090	0435	1110	1000	5899	Cons Svc/Oth					G1A1	Moreno Institute : To support 3rd-6th students, split funded with 7091	11,918.00
030	7090	0435	1110	2495	2960	Oth Cls-Supp					G3A1	supplemental for contracts for classified to support with community events **Budget lines for personnel include salaries and related benefits	3,743.00
030	7091	0435	4760	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	Rosas Lopez, Brenda	0.3750	G1A1		12,821.00
030	7091	0435	4760	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	Esparza Rubio, Estela	0.3750	G1A1		15,383.00
030	7091	0435	4760	1000	4300	Mat & Supp					G1A1	Materials, supplies, and services to support academics and student engagement	2,358.00
030	7091	0435	4760	1000	5899	Cons Svc/Oth					G1A3	Moreno Institute : To support 3rd-6th students, split funded with 7090	15,898.00

$226,460.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$46,368.00
Sup & Conc	7090	$133,632.00
LCFF: EL	7091	$46,460.00
Grand Total		**$226,460.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$216,157.00
G2 - The Whole Child (SEL and Engagement)	$1,560.00
G3 - Operational Excellence	$8,743.00
Grand Total	**$226,460.00**