



School Plan for Student Achievement (SPSA)

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

CSI Instruction:

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

ATSI Instruction:

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunset Elementary	37683796093264	06/04/2026	06/18/2026

Plan Description

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

At **Sunset Elementary**, we are dedicated to creating a **safe, inclusive, and engaging learning environment** where every student has the opportunity to achieve academic success, develop English language proficiency, and build strong social-emotional skills. In alignment with the **San Ysidro School District's mission** and Local Control Accountability Plan (LCAP), our efforts are guided by three districtwide goals:

- **Student Achievement**
- **Culture, Climate, and Student Well-being**
- **Parent Engagement**

Using input gathered from ELAC and SSC meetings, family feedback, student surveys, staff collaboration, and community partnerships, we have strengthened our site plan to directly meet the needs of our diverse learners. Feedback from families and staff emphasized the need for **stronger academic interventions, increased ELD support, more targeted services for students with disabilities, and expanded opportunities for family engagement and STEM enrichment.**

Priority Actions at Sunset Elementary:

1. Academic Support and Innovation

We are committed to strengthening instruction and intervention for **English Learners, students with disabilities, and at-risk students**. Our teachers engage in ongoing professional development in **English Language Development (ELD)**, **differentiated instruction**, and **STEM integration**. Support staff, including Resource Teachers and instructional aides, provide targeted academic assistance. Students benefit from hands-on, inquiry-based learning opportunities, including **STEM-focused enrichment**, science field trips, and integrated technology tools to enhance learning.

2. Positive School Climate and Social-Emotional Learning

Through our **PBIS framework** and behavior expectation assemblies, we cultivate a schoolwide culture of respect, responsibility, and safety. This year, we piloted a **token economy system**, developed by our **Student Council**, to reinforce positive behavior. Our school social worker and counseling team provide **multi-tiered support** for social-emotional learning (SEL), with an emphasis on trauma-informed care and mental health awareness.

3. Family Engagement and Community Partnerships

Parent engagement remains a cornerstone of our work. Through **Coffee with the Principal**, ELAC meetings, family workshops, and **Breakfast with the Principal** for students with perfect attendance, we strengthen home-school connections. Our outreach tools — including newsletters, PeachJar, School Marquee, website, direct emails, and now WhatsApp — help ensure that all families receive timely and accessible information. We are grateful for the collaboration of over 20 community partners, including **San Ysidro Health, Casa Familiar, Feeding America, and San Diego County Office of Education**, who help us provide wraparound services that support both students and families.

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

At **Sunset Elementary School**, we are deeply committed to engaging a broad and diverse group of educational partners in the development of our **School Plan for Student Achievement (SPSA)**. Input from our **School Site Council (SSC)** and **English Learner Advisory Committee (ELAC)** has been central to shaping our site goals, actions, and investments. We have also incorporated feedback from staff collaboration meetings, parent and student surveys, and the **District Parent Advisory Committees (DPAC/DELAC)**.

Through these collaborative conversations, our stakeholders highlighted the importance of:

- Providing **targeted academic interventions** for English Learners, students with disabilities, and students who are at risk;
- Strengthening **inclusive instructional practices** through professional learning;
- Expanding **social-emotional support systems**;
- Deepening **parent engagement opportunities** and communication strategies.

To support our students and families beyond the classroom, we proudly partner with a wide array of community organizations. These include:

- **Casa Familiar, San Ysidro Health, Feeding America, and Blue Shield of California** for wraparound health and wellness services;
- **Assistance League of San Diego, Hearts and Hands, Love Thy Neighbor, and San Ysidro Women's Club** for clothing, supplies, and family support;
- **Southwestern College, Church 180, and Eastlake Church** for educational and community enrichment opportunities;
- **Los Bomberos de San Diego, San Diego Police Department, Chula Vista Police Department, and the City and County of San Diego** for safety outreach and student mentoring;
- **San Diego County Office of Education** for curriculum, professional development, and programmatic support;

- And The Los Angeles Chargers and Albertsons for student incentives and school-wide celebrations.

Together, these partners — alongside our engaged families and staff — help ensure that **Sunset Elementary** is a supportive, resource-rich environment where every student has the opportunity to succeed academically, socially, and emotionally.

Staffing and Professional Development

Staffing and Professional Development Summary

The 2026-2027 Staffing and Professional Development Summary for Sunset Elementary School outlines strategies to enhance instruction, featuring ESSA-compliant educators, access to SBE-approved materials, and dedicated, credentialed staff. The plan deploys resource teachers for direct classroom support (if needed), instructional coaches for PLCs, and site leaders for monitoring instructional consistency and targeted interventions.

Staffing and Professional Development Strengths

Sunset Elementary School's staffing and professional development program excels through its strict compliance with ESSA highly qualified standards and its commitment to data-driven instructional coaching. Teachers hold valid California credentials and maintain verified access to State Board of Education (SBE) approved materials to deliver rigorous, Common Core-aligned lessons. Furthermore, the systematic integration of District Resource Teachers strengthens grade-level Professional Learning Communities (PLCs). This robust support structure ensures consistent classroom execution of high-impact strategies while structured leadership walkthroughs maintain high levels of accountability and targeted student interventions.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Professional development for general education teachers to integrate Designated and Integrated English Language Development (ELD) into core academic subjects.

Root Cause/Why: Past professional development focused on isolated ELD blocks rather than cross-curricular language acquisition.

Needs Statement 2 (Prioritized): Teachers require ongoing professional development, coaching, and collaboration time focused on differentiated instruction, small group instruction, and data-driven instructional practices in both ELA and Mathematics.

Root Cause/Why: Student assessment data demonstrates the need for continued refinement of instructional strategies to address diverse learning needs and improve academic outcomes for all student groups.

Needs Statement 3 (Prioritized): Staff require continued professional development in integrated and designated English Language Development (ELD), including

vocabulary development, student discourse, language acquisition strategies, and academic writing instruction.

Root Cause/Why: English Learners continue to require targeted language supports to strengthen academic language proficiency and access grade-level curriculum.

Needs Statement 4: The school requires continued implementation and refinement of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and trauma-informed practices schoolwide.

Root Cause/Why: Behavioral data and student climate indicators demonstrate the need for consistent schoolwide systems that promote positive behavior, reduce discipline concerns, and strengthen relationships among students and staff.

Needs Statement 5 (Prioritized): Teachers and staff require ongoing training and support in inclusive instructional practices and strategies to effectively support students with disabilities within general education settings.

Root Cause/Why: Students with disabilities require differentiated instruction, accommodations, and targeted interventions to access grade-level standards and demonstrate academic progress.

Needs Statement 6 (Prioritized): The school requires continued investment in family engagement programs, translation services, parent workshops, and communication systems to strengthen home-school partnerships.

Root Cause/Why: Educational partner feedback indicates families need increased access to information, workshops, and opportunities to support student learning and participate in school decision-making.

Teaching and Learning

Teaching and Learning Summary

Sunset Elementary School's teaching and learning framework maintains a long-standing tradition of academic excellence by aligning daily, rigorous classroom instruction with California Common Core State Standards. Site administrator conducts routine classroom walkthroughs to ensure instructional consistency, verify effective classroom management, and maximize student engagement. To systematically close achievement gaps, the school deploys trained intervention aides, daily small-group, and supplementary materials specifically targeted at accelerating student growth in English Language Arts and Mathematics.

Teaching and Learning Strengths

Sunset Elementary School's teaching and learning framework excels through its strict alignment with California Common Core State Standards and a deeply embedded culture of high academic expectations. This rigorous environment is reinforced by active principal leadership, including routine classroom walkthroughs that ensure consistent instructional delivery and effective classroom management across all grade levels. Furthermore, the school's proactive approach to closing the achievement gap is a major asset, utilizing scheduled daily small groups and strategically deploying trained aides to provide targeted, small-group support in English Language Arts and Mathematics.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Small-group support and aides are not distributed flexibly enough to respond to real-time changes in student data throughout the year.

Root Cause/Why: Intervention schedules and aide allocations are set at the beginning of the school year based on historical data. This static scheduling prevents the school from shifting resources dynamically when mid-year benchmark data identifies new, urgent student needs.

Needs Statement 2 (Prioritized): Local assessment data, California Dashboard indicators, and educational partner feedback indicate a continued need to strengthen student achievement in English Language Arts and Mathematics while improving the district's ability to identify learning gaps, monitor student progress, and provide timely interventions.

Root Cause/Why: A comprehensive assessment and instructional platform is needed to provide educators with actionable data, support data-driven decision-making, strengthen MTSS implementation, and improve outcomes for all students, particularly those identified in the district's accountability and improvement efforts.

Needs Statement 3 (Prioritized): Teachers require structured collaboration and planning time to analyze assessment data, develop targeted interventions, and align instruction across grade levels.

Root Cause/Why: Collaborative instructional planning improves consistency, responsiveness, and alignment of instruction to student needs and grade-level standards.

Needs Statement 4 (Prioritized): Teachers and instructional staff require professional development in inclusive instructional practices and supports for students with disabilities.

Root Cause/Why: Students with disabilities require differentiated instruction, accommodations, and targeted supports to access rigorous grade-level content and demonstrate academic growth.

Needs Statement 5 (Prioritized): Teachers require ongoing support in culturally responsive teaching practices and student engagement strategies.

Root Cause/Why: A diverse student population benefits from instructional practices that promote belonging, engagement, and equitable access to rigorous learning opportunities.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	Sunset Elementary students will show a minimum of 3% growth through an increase in the percentage of students scoring at the levels of Standards Met and Standards Exceeded on the CCSS in Language Arts and Math, as evidenced by the CAASPP and/or grade level unit assessments in ELA and Math by June 2027.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Professional development for general education teachers to integrate Designated and Integrated English Language Development (ELD) into core academic subjects.

Teachers require ongoing professional development, coaching, and collaboration time focused on differentiated instruction, small group instruction, and data-driven instructional practices in both ELA and Mathematics.

Staff require continued professional development in integrated and designated English Language Development (ELD), including vocabulary development, student discourse, language acquisition strategies, and academic writing instruction.

Teachers and staff require ongoing training and support in inclusive instructional practices and strategies to effectively support students with disabilities within general education settings.

Local assessment data, California Dashboard indicators, and educational partner feedback indicate a continued need to strengthen student achievement in English Language Arts and Mathematics while improving the district's ability to identify learning gaps, monitor student progress, and provide timely interventions.

Teachers require structured collaboration and planning time to analyze assessment data, develop targeted interventions, and align instruction across grade levels.

Teachers and instructional staff require professional development in inclusive instructional practices and supports for students with disabilities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Unit Assessment Data 2025-26	ELA: GR K-2 ALL: 64% EL: 59% SWD: 66% GR 3-6 ALL: 61% EL: 53% SWD: 34% LTELs -19% MATH: GR K-2 ALL: 84 % EL: 81% SWD: 73% GR 3-6 ALL: 62% EL: 53% SWD: 44% LTELs-12%	By 2027, the Percentage of students who met or exceeded standards will increase by 3%- 5%.
CAASPP California Dashboard -ELPI 2025	California Dashboard for ELA All Students for 2025 reported 55.8% making progress NO Student Groups in RED EL: Blue 55.8% making progress	By June 2027, based on the 2026 California Dashboard, the ELPI will increase by 2.0-9.9 points or increase significantly by 10.0 pts or more.
2025 CAASPP/SBAC Math	California Dashboard for Math All Students for fall 2025, reported 39.4 points below standard. No Student Groups in RED Student Groups: EL: Yellow 50.1 Points below standard HIS: Yellow 41.4 points below standard HOM: Yellow 62.5 points below standard SED: Yellow 43.4 points below standard	By June 2027 - Sunset's goal for Math - increase by 3-5 points or more for all student groups based on the 2026 CAASPP.
2025 CAASPP/SBAC ELA	California Dashboard for ELA All Students for 2025 reported 34 points below the standard. Student Groups EL: Yellow 52 pts below standard Hispanic: Yellow 36.8 pts below standard Homeless: Red 77.4 pts below standard SED: Yellow 39.8 pts below standard SWD: Orange 148.1 pts below standard	Sunset's goal for ELA - increase by 3-5 points in all student groups for the 2026 CAASPP/SBAC.

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	ACCELERATION OF STUDENT LEARNING: Literacy Coach will assist teachers in providing small group instruction to students who struggle with reading literacy and math foundational skills.	All Students		Title I Regular

1.1.2	Continue to use the District's gradual release of responsibility instructional model which incorporates time for whole group instruction, leveled small group instruction and tiered support to meet the specific academic needs of all students. Grade level unit assessments will provide benchmarks to gauge student progress on mastery of state standards. Resource Teachers revise and evaluate district common assessments to ensure alignment to standards and item specifications. These assessments are used to monitor student achievement through our common local assessments and data evaluation protocol to inform teaching and learning and drive instruction through a continuous improvement model. The Director of Educational Services supports the implementation of the instructional design through Learning Walks that are aimed at the calibration of instructional practices at all school sites.	All Students		District Funded
1.1.3	Teachers will reflect on CCSS-aligned common assessments at the end of each unit in Language Arts and Math to guide instruction and identify students who may require additional support to accelerate their learning (Data Reflection Sessions).	Students with Disabilities, Low Income, Foster Youth, English Learners		District Funded
1.1.4	Student Study Team (SST) will conduct meetings to provide input on how to assist students with academic/behavior and/or socioemotional support to improve school performance. Teachers will receive release time to prepare documentation and prepare materials. This includes teacher participation in committee meetings to plan interventions to accelerate student learning.	All Students		District Funded
1.1.5	ACCELERATION OF STUDENT LEARNING -CCSS Supplemental Resources to target students according to their academic needs and provide differentiated practice for struggling students Examples: Ready Common Core, Science Interactive Workbooks, Literature for classroom libraries, and student class folders. This includes supplemental computer software programs that target instructional goals, academic vocabulary and digital formative assessment practice (Imagine Learning and Math, GoFormative by Newsela and Renaissance products).	All Students		Title I Regular Account Code: 5000-5999 Services and Other Operating Expenditures

1.1.6	PROFESSIONAL DEVELOPMENT- Teachers will receive professional development in research- based instructional strategies to support the academic needs of students. The district will provide ongoing professional development to support teachers in the areas of educational technology, English language development and social emotional wellbeing. Professional development will also be based on those needs that are evident through data analysis of benchmark units assessments. The Director of Educational Services and District resource teachers work to support the academic system on each of the school sites by upgrading the entire educational program through support of school site staff and families. Additionally, they will also provide support for teachers with the implementation of the digital version of our SYSD Board adopted core curriculum and our supplemental educational technology platforms (Renaissance). In addition, resource teachers provide direct support for teachers as requested by school site administration. Site teacher professional development follows district PD goals and incorporate areas of need in English Language Arts, ELD, Writing and Math. Cost for substitutes to give teachers release time for the sessions is allocated.	All Students		Title I Regular
1.1.7	Instructional aides will assist teachers with small group instruction for students who struggle with reading and/or math by providing them academic intervention through targeted standards instruction. Instructional aides will work extra hours to assist students who struggle with reading and/or math by providing them academic intervention through targeted small group standards instruction.	Students with Disabilities, Foster Youth, English Learners, Low Income	\$82,000	Title I Regular Account Code: 2000–2999 Classified Personnel Salaries
1.1.8	Ensure access to devices (Chromebooks) and connectivity for all students. Technology support provided by the district to families for technical issues and navigation of online instructional programs. Referrals to low cost and no cost internet options for families who need them.	All Students		District Funded
1.1.9	ACCELERATION OF STUDENT LEARNING -CCSS Supplemental Resources to target students' academic needs. Examples: Ready Common Core, Science Interactive Workbooks, Literature for classroom libraries, and student class folders. Supplemental computer programs that target instructional goals and provide differentiated practice for struggling students (Imagine Math Facts, Analytical Thinking)	All Students	\$2,282	Title I Regular Account Code: 4000–4999 Books and Supplies
1.1.10	English Learner Programs-Implement English Learner programs (i.e. Structured English Immersion, Dual Language One-Way) that promote bilingualism and where students develop an appreciation for diverse cultures, including their own.	English Learners		

1.1.11	Continue to support, monitor and evaluate the services for English Learners to ensure students acquire proficiency in English meeting the goal of reclassification within five years. Staff will monitor data to support student intervention through Data Reflection Meetings and Progress	English Learners		
1.1.12	Engage instructional staff in professional learning in the area of English Language Acquisition and ELD Standards Instruction (CA EL Roadmap, GLAD). Teachers will refine their instructional practices to increase English Learners' level of proficiency on ELPAC.	English Learners		
1.1.13	1.13 District i-Ready Program	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		District Funded

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

Goal 2.1

Goal #	Description
Goal 2.1	As of the 2023-24 academic year, Sunset School has achieved a Blue rating on the California School Dashboard for its suspension rate, indicating a low incidence of suspensions and a positive school climate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The school requires ongoing restorative practices training and implementation support for staff and students.

Students require continued access to social-emotional learning (SEL) instruction and wellness supports across all grade levels.

The school requires continued attendance intervention systems and outreach supports to address chronic absenteeism and improve student engagement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
mySAEBRS 25-26- Given 3 times a year during fall, winter, and spring.	25-26 Average: Tier 1 Low Risk - 76% Tier 2 Some Risk - 21% Tier 3 High Risk - 3%	By June 2027: Tier 1 Low Risk - 78% Tier 2 Some Risk - 20% Tier 3 High Risk - 2%
California Dashboard Fall 2025 Chronic Absenteeism	Chronic Absenteeism for Sunset Elementary for 2025 indicate the following: 29.2% Chronically Absent - Increased 5.5% - Red	Expected outcome for June 2027, based on the 2026 California Dashboard, Chronic Absenteeism will decline 3-5 points - ORANGE
California Dashboard Fall 2025 Suspension Rates	Suspension School indicators for Sunset Elementary for 2025 indicate the following: 0.9% suspended at least one day - Increased 0.3% - Yellow	Expected outcome for June 2027, based on the 2026 California Dashboard, suspension rates will maintain or decline 3-5 pts to Green
School Facilities Report- Williams Inspection	2025-26 Fit Report "Good"	Expected Outcome - Improve the 2026-27 Fit Report as per the 2025-26 Fit Report.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	School-wide implementation of trauma-informed practices and Positive Behavior Intervention Support model (PBIS) that targets student socio- emotional needs. Sunset will implement a three-tiered mental health and socioemotional well being support system which includes socioemotional curriculum, counseling referrals and evaluation. Since Positive Behavior Interventions & Supports (PBIS) is a researched-based model that improves socioemotional and academic success for all students, including students with disabilities and students in underrepresented groups, it is important to support its effective implementation and efficiency in school. Sunset School will monitor PBIS and restorative practices regularly to support equity in school, using research-based, scientifically validated interventions to deal with discipline and behavior issues. A PBIS district-led initiative will support school teams in the implementation of PBIS, including regular meetings and School Climate Conferences. Sunset School's PBIS team includes the following: Principal, Psychologist, Resource Teacher, Intervention-Support Teacher and Outreach Consultant. This team will implement PBIS that will assist students with socioemotional needs.	All Students		
2.1.2	Provide trauma informed professional learning for all staff to ensure a deeper understanding of student/community needs to help build resiliency in our students by refining the lens of support to ensure the development of improved school connectedness and social emotional development for all students including unduplicated students. This will include staff professional development for Restorative Practices and discipline options for students with severe behavioral needs and resources to support their implementation. Sunset will provide staff training to address discipline options for students with extreme behavior needs. Staff will also receive stress and anxiety resources to support their mental health and well being.			
2.1.3	Sunset will have a social worker (therapist) on site to support mental health and engage students who need additional social emotional support in small group and/or 1:1 services.	All Students		
2.1.4	School will promote a college ready school campus, where each classroom represents a university and staff maintains high expectations to have for each student to have the opportunity and preparation to go to college	All Students		District Funded
2.1.5	School will fully implement all district policies and procedures as they relate to student safety and emergency procedures on campus (School Safety Plan), which include emergency drill procedures (including lockdown/active-shooter drills, where staff, students and parents can be better prepared to deal with these emergency situations). Campus Security will assist with general campus supervision to ensure the safety and welfare of students and staff.	All Students		

2.1.6	The District's Student and Family Services Manager (SFSM) will continue to work with the Outreach Consultants to take a trauma informed approach when supporting families/students with engagement and attendance issues to support the development of improved school connectedness and social emotional supports for all students including unduplicated students.	Low Income, Students with Disabilities, Foster Youth, All Students		
2.1.7	Sunset will continue to cultivate a school wide culture of student attendance, using a research-based approach to deal with absenteeism and communication with families. Outreach Consultant will be responsible for assisting the school in monitoring and increasing attendance and provide direct outreach to families to support re-engagement of students with frequent absenteeism. Sunset will implement a three tier attendance tracking system which includes, phone calls home, nudge letters and on-going communication to aid families struggling with absenteeism. All communication will be conducted in a caring, trauma-informed approach.	All Students		

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

Goal 3.1

Goal #	Description
Goal 3.1	Sunset will promote active parent involvement and engagement activities that acknowledges the value of parents in the education of students and provide the support needed to assist families with their unique needs as measured by increase in 5% increase in parent participation in parent events (Coffeees with the Principal, Parenting Classes, Back-to-School Night and Open House) by June 1, 2026.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Sunset requires increased participation in advisory committees such as SSC, ELAC, and district-level parent leadership opportunities.

Parents require continued support in understanding attendance expectations, intervention supports, and available student services.

The school requires continued partnerships with community organizations and agencies to provide resources, workshops, and support services for families.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase in parent participation and involvement to Parent Meetings, SSC Meetings, ELAC Meetings, Parent- Teacher Conferences, Back-to-School Night, Open House and Parent Workshops/Classes.	Sunset baseline includes parent participation rate to parent meetings and school activities and events as measured by sign-in sheets and other methods of gathering participation data. Back to School Night - 142 Open House - 211 November Parent Conferences - 310 March Parent Conferences - 228 Parent Workshops -	Increase parent participation parents meetings, trainings and school activities by 3-5% in 2026-2027 by providing a welcoming, supportive environment and building collaborative relationships families.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Sunset will maintain effective and compliant parent advisory groups (SSC, ELAC, Title 1 PAC). Parent representatives will continue to provide valuable input from all families to support the education of all students. The Parent and Family Engagement Policy and Parent Compact (approved by the School Site Council) will promote stakeholder engagement to inform Sunset's School's decisions as we meet the unique needs of our community.			
3.1.2	Principal will hold monthly parents meetings (Coffee with the Principal) to share information about services and programs provided for Title 1 schools (curriculum and assessment, academic intervention, Special Education, and other school-wide programs/activities. Communication will also include robocalls, emails, and monthly calendars.			
3.1.3	The Outreach Consultant will be responsible for assisting the school with effective parent communication (robo calls, emails, Peachjar fliers) and supporting the development of school advisory groups and any applicable meetings			
3.1.4	Provide parenting support through parenting classes that target students with socio-emotional challenges and behavioral needs	All Students	\$1,455	Title I Parent Involvement Account Code: 5000-5999 Services and Other Operating Expenditures
3.1.5	Sunset will hold Back to School Night and Open House that provide a welcoming environment and build relationships with parents. Staff will inform parents about curricular programs and student academic progress.	All Students		
3.1.6	Sunset will establish community partnerships to assist the school and families with community resources and services (San Diego Food Bank Snack Club, student uniforms and other District/School partnerships). The Districts' Student and Family Services Manager (SFSM) support homeless children, foster youth, and families in need within the community. Students are provided school uniforms and shoes, bus passes for transportation and other resources. The SFSM assures students are enrolled immediately and verifies residency for students, makes home visits when necessary, and participates in the SART and SARB process to support the success of homeless and foster youth. In addition, the SFSM provides access to resources such as housing, tutoring, and medical/dental services. As the restrictions of parents and volunteers on campus are lifted, the school support staff will be intentional in making parents feel valued and supported.	All Students		District Funded

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$85,737.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
There are no federal funds indicated in this plan.	

Subtotal of additional federal funds included for this school:

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
There are no state or local funds indicated in this plan.	

Subtotal of state or local funds included for this school:

Total of federal, state, and/or local funds for this school:

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Evelyn Neri	ELAC <i>EVELYN NERI</i>

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. This SPSA was adopted by the SSC at a public meeting on (No date indicated.)

Attested:

Principal, Laura English on (No date indicated.)

SSC Chairperson, Abigail Buelna on (No date indicated.)

Laura English 6/4/26
Abigail Buelna