

Sunset Elementary

10621666088942

Principal's Name: Anna Leon

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Anna Leon', written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances


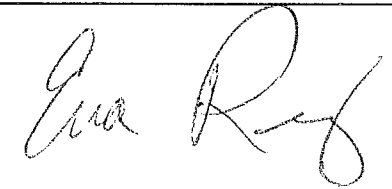
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Anna C. Leon	X				
2. Chairperson - Eva Ruiz		X			
3. Irma Gonzalez		X			
4. Crystal Cortez		X			
5. Maria Garcia			X		
6. Leticia Burgess				X	
7. Maria Gonzalez				X	
8. Jason Jordan				X	
9. Gary Gossett				X	
10. Felicity Uribe				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Anna C. Leon		3/28/17
SSC Chairperson	Eva Ruiz		3/28/17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Sunset - 0435

ON-SITE ALLOCATION

3010	Title I	\$19,069 *
7090	LCFF Supplemental & Concentration	\$64,932
7091	LCFF for English Learners	\$43,053
TOTAL 2017/18 ON-SITE ALLOCATION		\$127,054

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$358
Remaining Title I funds are at the discretion of the School Site Council	\$18,711
Total Title I Allocation	\$19,069

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	16/68	N/A ³	22.52%	34.86%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	5/68	N/A ³	33.33%	42.20%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	38/66	N/A ³	8.11%	22.86%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	18/68	0.00% ⁴	44.97%	44.59%	22.73%	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	N/A ^{6*}	N/A ⁶	0.00%	0.00%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	N/A ^{6*}	N/A ⁶	0.00%	0.00%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	38/67	N/A ⁷	N/A ⁷	19.48%	37.29%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	8/67	N/A ⁸	N/A ⁸	34.67%	42.37%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	60/68	0.00%	11.61%	10.43%	8.18%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	63/68*	9.68%	14.46%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	11/68	55.96%	42.42%	34.95%	53.47%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	6/68	95.96%	95.91%	96.36%	96.14%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	25/69	0.00%	10.51%	14.23%	10.67%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	32/68	N/A ¹⁰	N/A ¹⁰	33.86%	40.67%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	0.00%	0.00%	0.00%	0.30%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	1/68	0.00%	0.36%	0.36%	0.00%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	66/67	0.00%	73.91%	8.39%	13.94%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	17/68	N/A ¹³	N/A ¹³	75.07%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	61/69	N/A ¹³	N/A ¹³	58.33%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	22/68	N/A ¹³	N/A ¹³	61.08%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	3/68	N/A ¹³	N/A ¹³	80.35%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: Yvette.Fagundes - 03/03/2017

Save

Sunset Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	34	46	Other - Please specify within action
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	28	38	Other - Please specify within action
3751 - Students scoring maximum on the Math and ELA	80	85	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Sunset Elementary will implement a comprehensive reading program that supports learning of the foundational reading skills, comprehension of complex text, and writing skills. Lessons will provide challenging content and employ questions and task, both oral and written, which integrate the standards through reading, writing, speaking and listening strategies. We will establish a language team focus on supporting the advancement of English Learner student one language acquisition level a year.

SMART Goals

2015-2016 ELA SBAC data indicates that 34% of students scored "Standards met or Standards exceeded"

- By June 2018, there will be a 12% increase in the percentage of students scoring "Standards met or Standards exceeded" on the SBAC ELA from 34% to 46%.
- By June 2018, there will be a 10% increase of students scoring "Standards met or Standards exceeded" on the 2017-2018 District Interim ELA CFA 2 from 28% to 38%.
- By June 2018, students in Kindergarten will have a 5% increase from 80% to 85% as measured by KAIG.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- District CFA/ELA Interim Assessments
- DRP
- BAS
- Data chats and all interim
- KAIG

Owner(s):

- Teachers
- AC team
- Lead teacher
- Admin

Timeline:

- District Interim assessments
- Including KAIG
- Quarterly Unit Assessments from Maravillas (Wonders)

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

- Grade level common formative assessments will be developed after analyzing Interim results going through the CCI process
- Grade levels will identify standard of need and respond to the four grounding questions in depth to provide tiered levels of support

Owner(s):

- Teachers
- AC team
- Lead teacher
- Admin

Timeline:

- Daily on-going CFA's
- Weekly unit assessments from wonder/ Maravillas
- Quarterly Unit Assessments from Maravillas (Wonders)

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

- Formal/Informal Walkthrough Weekly Feedback focused on: ELA Instructional Practice Guide

Owner(s):

- Admin
- TSA

Timeline:

- Bi-Weekly
- Quarterly

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

- SEL feedback to teachers using classroom walk through data
- Intentional Effective feedback to students
- Feedback to teachers using ELA IPG Tenet 1
- 5:1 Ratio of adult positive interaction towards students
- Quarterly benchmark assessment created with support from REA

Owner(s):

- Teacher
- Administration
- Restorative Practice Counselor
- TSA

Timeline:

- Daily
- Weekly
- Quarterly benchmark assessment/data collection tool

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Fall parent teacher conferences teachers will review students reading level scores quarterly goals outcomes
- Quarterly goals student progress will be shared with parents quarterly
- Second through sixth grade teachers were sent home to the parent DRP reports after every administration
- Parents will be invited to student success team meeting is to collaboratively develop interventions necessary to support and that your students
- Ongoing communication of student progress through progress reports, quarterly report cards, quarterly goals, atlas, parent portal, educator into text, it slips and
- Parent coffee Hour will provide training on strategies to support student reading development at home and
- Parent University will provide trainings on strategies that support student redevelopment at home
- Parent meetings and events provide materials such as copy paper pencils pens books etc. and food items to increase parent participation and involvement

Describe Related Professional Learning:

- Backwards mapping of ELA standards
- Data Analysis and Action Planning by teacher, grade level and School wide
- Illuminate Test Development
- CFA Development
- Technology to support ELA Instruction
- Learning by Doing
- Curriculum Planner
- Scope and Sequence
- The Common Core Companion ELA
- Professional Learning on ELA Strategies/Leading with Learning

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- Standards Instruction ELA Guaranteed & Viable
- Curriculum resources and materials

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Designated & Integrated ELD
- Talk Moves/ Accountable Talk

- Para-professionals to support small group instruction in K-3 classrooms
- Bilingual Paraprofessional
- Imagine Learning as intervention tool for k-2
- Blended Learning/Differentiated instruction/Response to intervention
- Supplemental contracts afterschool program inter sessions/ child care
- Substitutes for monthly student success team meeting
- Substitutes for peer observations/ KIAG assessments
- Substitutes for planning/ Data chats
- Technology, technology repairs, and maintenance
- Substitutes for Language Team trainings/PL
- Other material in supplies that support instruction including graphics technology
- Copy machine to provide material for instruction
- Conference for teachers and Admin for Professional Development

- Support from Para-professionals and BIAs
- Teaching & Learning Cycles (Leading with Learning)
- Academic discourse
- Explicit instruction with language analysis comprehension, vocabulary & grammar instruction with teaching charts

Sunset Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for Planning and SSTs actions 2, 3 (\$8,000 for Planning and \$1,500 for SST's)	\$	14,838.00
1	1	Sup & Conc	Instructional Supervision & Administration	Certificated Supervisors & Admin-Sup				Admin Coverage action 2,3,4,5	\$	2,368.00
1	1	Sup & Conc	Parent Participation	Other Classified-Supplemental				Childcare actions 2,3,4,5	\$	1,206.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				After School Tutoring Certificated Supplemental actions 2,3,4,5	\$	9,130.00
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement action 3, NO FOOD, NO INCENTIVES	\$	358.00
1	1	LCFF: EL	Instruction	Books & Other Reference				Imagine Learning 12 License for Each Class K-2 action 3,	\$	13,604.00
1	1	Sup & Conc	Parent Participation	Materials & Supplies				Parent Participation Food and Incentives actions 2,3,4,5	\$	1,000.00
1	1	Sup & Conc	Instruction	Copier Maintenance				Xerox Copier action 2,3,5	\$	800.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology, Equipment & Supplies action 2,3	\$	15,000.00
1	1	Title 1 Basic	Instruction	Travel				Conferences for Professional Learning actions 2,3,4	\$	2,000.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials/Supplies actions 2,3,4,5 NO FOOD, NO INCENTIVES	\$	7,581.00
Total									\$	67,885.00

Action # 2

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	42	54	Other - Please specify within action
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	40	50	Other - Please specify within action
3752 - Students scoring maximum on the KAIG in Math	76	85	Other - Please specify within action

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Sunset Elementary will provide a comprehensive balanced mathematical instruction through learning opportunities related to conceptual understanding of mathematics through the three mathematical shifts Focus, Coherence, and Rigor. Teacher learning/support will be provided through the development and refinement of high quality instruction, focusing on the eight mathematical practices and making connections to content that reflects the three mathematical shifts.

SMART Goals

2015-2016 Math SBAC data indicates that 42% of students scored "Standards met or Standards exceeded."

- By June 2018, there will be a 12% increase in the percentage of students scoring "Standards met or Standards exceeded" on the SBAC Math from 42% to 54%.
- By June 2018, there will be a 10% increase of students scoring "Standards met or Standards exceeded" on the 2017-2018 District Interim Math CFA.2 from 40% to 50%.
- By June 2018, students in Kindergarten will have a 9% increase from 76% to 85% as measured by KAIG.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- District Math CFA Interim Assessments

Owner(s):

- Teacher
- AC teams
- Lead teachers
- Administration

Timeline:

- Daily on-going CFA's
- GoMath weekly, quarterly and End of Unit Assessments
- District Interim Assessment

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

- Grade level common formative assessments will be developed after analyzing Interim results going through the CCI process
- Grade levels will identify standard of need and respond to the four grounding questions in depth to provide tiered levels of support

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

- SEL feedback to teachers using classroom walk through data
- Intentional Effective feedback to students
- Feedback to teachers using Math IPG Tenet 1
- 5:1 Ratio of adult positive interaction towards students
- Quarterly benchmark assessment created with support from REA

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Fall parent teacher conferences teachers will review student interim math scores quarterly goals outcomes
- Quarterly goals student progress will be shared with parents
- Quarterly progress reports
- Parents will be invited to student success team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communications of student progress or progress reports quarterly report cards quarterly goals
- Atlas parent portal / Edu Text
- Parent coffee hour will provide trainings on math strategies that support student learning at home
- Parent University will provide trainings on strategies that support student math development at home

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Differentiated instruction
- Math Standards Instruction
- Guaranteed & Viable Curriculum resources and materials
- Tablets for use on online resources, maintenance and repairs
- Para-professionals or BIA to support small group instruction in K-2 classrooms
- Blended Learning/Differentiated instruction
- Supplemental contracts
- Substitute for monthly student success team meeting
- Substitute for peer observations
- Substitute for planning
- Supplemental contracts afterschool program inter sessions/ child care
- Substitutes for monthly student success team meeting
- Substitutes for peer observations/ KIAG assessments
- Substitute for planning/ Data chats
- Technology, repairs, and maintenance
- Substitutes for Language Team trainings /PL
- Other material in supplies that support instruction including graphics and technology
- Copy machine to provide material for instruction

Owner(s):

- Teacher
- AC teams
- Lead teachers
- Administration

Timeline:

- Daily on-going CFAs
- GoMath weekly, quarterly and End of Unit Assessments
- District Interim Assessment

Owner(s):

- Teacher
- TSA
- Restorative Practice Counselor
- Administration

Timeline:

- Daily
- Weekly
- Quarterly bench mark assessment/data collection tool

Describe Related Professional Learning:

- Backwards mapping of Math standards
- Data Analysis and Action Planning by teacher, grade level and School wide
- Illuminate Test Development
- CFA Development through ACs
- Technology to support Math Instruction
- Learning by Doing
- Math Progressions & Coherence
- Professional Learning on Math concepts

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Manipulatives & Math Tools Tools (conceptual understanding/ Manipulatives, and graphics organizers)
- Academic discourse in Math content
- Support from Paraprofessionals and BIA
- Visual Supports
- Talk Moves/ Accountable Talk
- Teaching & Learning Cycles
- Explicit instruction with math
- Curriculum Math Instruction
- The Common Core Math Companion

- Conference for teachers and Admin for Professional Development

Sunset Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750		Also, support in Action 1 (Math)	\$ 9,255.00
2	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750		Also support in Action 1 (Math)	\$ 9,255.00
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Technology Equipment Repairs action 1,3	\$ 500.00
Total									\$ 19,010.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	10.43	15	Other - Please specify within action

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Sunset will implement standards based ELD instructional strategies to support and increase the percentage of English Language Learners who on track to be Redesignated. Sunset will establish a language team focused on supporting the advancement of one language acquisition level per year for English Learner students.

SMART Goals

2015-2016 End of Year English Learner Redesignation rate indicates that 10.43% of English Learner students were redesignated. By June 2018, there will be a 5% increase in the redesignation rate from 10% to 15% as measured by SQII Indicator 917.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- ELPAC
- DRP
- BAS
- KAIG
- Grade level common formative assessment
- ELPAC chats

Owner(s):

- Teachers progress monitoring
- AC Teams
- Lead Teachers
- EL Instructional Coaches
- TSA
- EL Services TSA

Timeline:

- Daily
- Weekly
- Quarterly benchmark assessment

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

- SEL feedback to teachers using classroom walk through data:
- Intentional Effective feedback to students
- Feedback to teachers using ELAIPG
- 5:1 Ratio of adult positive interaction towards students monitor
- Quarterly benchmark assessment created with support from REA

Owner(s):

- Teacher
- TSA
- Restorative Practice Counselor
- Administration

Timeline:

- Daily
- Weekly
- Quarterly benchmark assessment

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

SQII Indicator 3905:

- Number and percentage of Long Term English Learner (LTEL) students
- ATLAS EL Redesignation Goal Setting Report

Owner(s):

- Teachers
- TSA
- AC Teams
- Lead Teachers
- Administration

Timeline:

- Daily
- Weekly
- Quarterly benchmark assessment

Explain the Targeted Actions for Parent Involvement (required by Title I):

- SCC
- ELAC/DELAC
- Parent University
- Parent Portal / Edu Text
- Coffee Chats
- Parent will be notified regarding CELDT results, EL status, and redesignation status
- Teacher conference on data twice a year
- Teacher to student data chats
- Share strategies with parents on how to support their child

Describe Related Professional Learning:

- ELPAC data analysis
- ELD standards deconstruction
- Technology to support ELD instruction
- Site/District ELD PL
- ELA/ELD framework
- Integrated and Designated ELD instruction in all subject

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- ELPAC Assessors
- Paraprofessionals/BIA to support Instruction
- Technology resources for use of online support
- Other materials & supplies to support ELA/ELD instruction including but not limited to graphics and technology
- Supplemental books and reading material for EL students
- Licenses / Imagine Learning K-2
- Supplemental contracts & substitute teachers for Language Team
- Substitute for monthly student success team meeting
- Substitute for peer observations
- Conferences/Professional Learning for teacher development

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- ELPAC
- DRP
- BAS
- KAIG
- Grade level common formative assessment
- ELPAC chats
- Planning time for teacher
- After school student tutoring
- In addition to the recognition and engagement opportunities , English Learner students will also be recognized for achieving re designation status at each quarterly awards assemblies
- English Learner Plan
- Progress monitoring chats
- ELD standards/State Standards
- Leading with Learning

Sunset Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750		Also, Action 1 &2	\$	11,366.00
3	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Salaries	\$	2,859.00
3	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Assessor from REA & EL planning, Lang. Team, Data Chats Action 1,2	\$	5,268.00
3	1	LCFF: EL	Instruction	Travel				Teacher Conferences for Professional Learning actions 1,2,4,5	\$	9,956.00
Total									\$	29,449.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	14.23	9	Other - Please specify within action
48 - Attendance rate	96.36	98	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Sunset Elementary will implement a comprehensive attendance campaign with parent communication, parent/teacher conference, and outreach to develop an increase in student attendance.

SMART Goals

2016-2017 attendance rate for Sunset showed 96.36 % of students attend regularly and 14.23% students are chronically absent. By June 2018, there will be a 2% increase in attendance and a 5% decrease in students who are chronically absent.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Daily attendance reports will result in phone calls to parents to follow-up on attendance concerns and trends
- Attendance Conferences with students and parents will be held as needed based on attendance trends to establish attendance contracts
- SQII Data

Owner(s):

- Office Assistant
- Principal
- Teachers
- TSA

Timeline:

- Daily
- Weekly

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

- Home visits to support of attendance efforts and goals.

Owner(s):

- Administrator
- TSA
- Restorative Practice Counselor

Timeline:

- Weekly
- Monthly
- Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Daily attendance reports by Office Assistant to share with administration and staff

Describe Related Professional Learning:

- Attendance data analysis with teachers by class

- Attendance meeting with parents
- Share attendance data to parents at meetings (monthly coffee Hour, ELAC, SCC, SST's, IEP, and Parent-Teacher Conference
- School Messenger
- Edu Text
- Quarterly Awards Assemblies
- Parent University

- School Culture and Climate
- Office Assistance updates at Staff Meetings
- Olweus Bullying Prevention

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Attendances campaign with incentives to classrooms and students
- Teachers will monitor attendance and reward outstanding attendance at quarterly awards assemblies
- Technology to increase SEL learning and improve school climate and culture and attendance
- Babysitting, materials and supplies for meetings
- Goal 2 activities will be planned to engage students in art, activities, and athletics
- Para-professionals/BIA to support small group instruction in K-3 classrooms
- Imagine Learning as intervention tool for K-2
- Blended Learning/Differentiated instruction/Response to intervention
- Supplemental contracts afterschool program inter sessions/ child care
- Substitute for monthly student success team meeting
- Substitute for peer observations/ KIAG assessments
- Substitute for planning/ Data chats
- Technology, repairs, and maintenance
- Substitutes for Language Team meeting / PL
- Conference for teachers and Admin for Professional Development

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Extended recess once a month for those who are not tardy for the entire month
- Quarterly rewards for perfect attendance
- Monthly Communication with parents

Sunset Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	Sup & Conc	Instruction	Materials & Supplies				School Culture and Climate 5,000 and Materials and Supplies actions 1,2,3,5	\$	9,710.00
Total									\$	9,710.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQLI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	8.39	25	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Sunset Elementary will provide an array of opportunities for students to participate in arts, activities, and athletics to increase student engagement and connect them to school in meaningful ways with a caring adult.

SMART Goals

2015-2016 End of year Goal 2 data indicates that 8.39% of students were engaged in any Goal 2 activity. By June 2018, the percentage of students engaged in Goal 2 activities will increase from 8% to 25% as measured by SQLI indicator number 2080.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Atlas Goal 2 Data

Owner(s):

- School Culture and Climate Team
- Administration
- Teacher on Special Assignment
- AC Teams
- RP Counselor

Timeline:

Implementation of actions will occur beginning in August 2017 through June 2018 with monitoring as data becomes available

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

- School Club participation rates

Owner(s):

- Teacher or Coach
- Teacher on Special Assignment
- Administration

Timeline:

- Weekly, Monthly, Quarterly

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

- 6th grade camp participants

Owner(s):

- Teacher
- Teacher on Special Assignment
- Administration

Timeline:

- End of 1st semester

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

- Intentional Effective Feedback to students
- Feedback to teachers using IPG Tenet 1
- SEL data from student survey
- Student learning profile

Owner(s):

- Teacher
- Teacher on Special Assignment
- Restorative counselor
- Administration

Timeline:

- Daily feedback

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents will be informed of goal 2 activities so they may encourage their child to participate
- Parent school/home communications
- Parent teacher conferences
- Parent University
- Student Success Team
- School Messenger
- Edutext/ATLAS Parent Portal
- SSC/DAC/ELAC/DELAC and PTA
- Awards assemblies
- Parent Volunteers
- Share School Climate & Culture Survey (SEL) data with parent at meetings (monthly Coffee Hour, ELAC, SSC)
- Share strategies with parents on how to support students at home
- Monthly Newsletters

Describe Related Professional Learning:

- Restorative Practice Training
- Monthly School Culture and Climate meetings
- School Culture and Climate District Professional Learning
- EQ (Emotional Intelligence) Training for Teachers
- Skillful Teacher (feedback to students)
- Learning by Doing Chapter 5 Building the Collaborative Culture of a Professional Learning community
- Making Thinking Visible
- 1st 10 days focused on Community Building -emphasis on Growth Mindset & Self- Efficacy
- 2nd Step
- OLWEUS/ Class Meeting
- Community Building, Explicit SEL instruction & Embedded skills
- Positive Discipline in the classroom

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- Study Trips
- Student of the Month Luncheons
- School wide incentives: ROAR tickets, Weekly Friday raffles, ROAR rallies
- Quarterly Award's Assemblies to honor students who have earned recognition in attendance, academics, character, and athletics
- Band/Strings/Recorders
- Weekly Classroom Meetings
- After School Program to include tutoring, snack and enrichment activities
- Book Fair two times per year (La Libreria and Scholastic)
- Teacher Supplemental Contracts for Goal 2 Activities/ SST
- Classified Supplemental Contracts to support classrooms & outside activities and transitions
- Technology to increase SEL learning and improve school climate & culture

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- In addition to the recognition and engagement opportunities, English Learner students will also be recognized for achieving re designation status at each quarterly awards assemblies
- English Learner Plan
- Progress monitoring chats
- ELD standards/State Standards
- Leading with Learning

Sunset Budgeted Expenditures

Activity	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics Printing action 1,2,3	\$ 1,000.00
								Total	\$ 1,000.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0435 Sunset Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			After School Tutoring Certificated Supplemental actions 2,3,4,5	9,130.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: Materials/Supplies actions 2,3,4,5 NO FOOD, NO INCENTIVES	7,581.00
1	1	Title 1 Basic	Instruction	Travel			: Conferences for Professional Learning actions 2,3,4	2,000.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement action 3, NO FOOD, NO INCENTIVES	358.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning and SSTs actions 2, 3 (\$8,000 for Planning and \$1,500 for SST's)	14,838.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology, Equipment & Supplies action 2,3	15,000.00
1	1	Sup & Conc	Instruction	Copier Maint			Xerox Copier action 2,3,5	800.00
1	1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sup			Admin Coverage action 2,3,4,5	2,368.00
1	1	Sup & Conc	Parent Participation	Oth Cls-Supp			Childcare actions 2,3,4,5	1,206.00
1	1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Food and Incentives actions 2,3,4,5	1,000.00
1	1	LCFF: EL	Instruction	Bks & Ref			Imagine Learning 12 License for Each Class K-2 action 3,	13,604.00
2	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375	Also, support in Action 1 (Math)	9,255.00
2	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375	Also support in Action 1 (Math)	9,255.00
2	1	Sup & Conc	Instruction	Direct-Maint			Technology Equipment Repairs action 1,3	500.00
3	1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Salaries	2,859.00
3	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375	Also, Action 1 &2	11,366.00
3	1	LCFF: EL	Instruction	Travel			: Teacher Conferences for Professional Learning actions 1,2,4,5	9,956.00
3	1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessor from REA & EL planning, Lang. Team, Data Chats Action 1,2	5,268.00
4	2	Sup & Conc	Instruction	Mat & Supp			School Culture and Climate 5,000 and Materials and Supplies actions 1,2,3,5	9,710.00
5	1	Sup & Conc	Instruction	Direct-Graph			Graphics Printing action 1,2,3	1,000.00

\$127,054.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$19,069.00
Sup & Conc	7090	\$64,932.00
LCFF: EL	7091	\$43,053.00
Grand Total		\$127,054.00

Domain Totals	Budget Totals
Academic	\$117,344.00
SEL / Culture & Climate	\$9,710.00
Grand Total	\$127,054.00