

Sunset Elementary

106216660889421

Principal's Name: Anna Leon

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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|-------------------------------|--|
| Topic | Details |
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| 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> |
| Budget | <i>Site Allocations</i> |
| School Quality Review Process | <ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i> |
| Additional Documents | <i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i> |

| District Goals | |
|---|---|
| <p>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.</p> | |
| 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

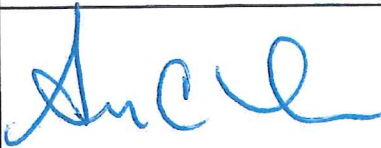
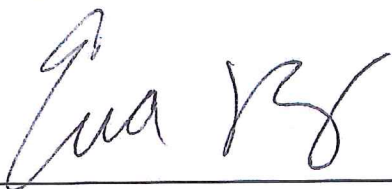
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|---|
| <p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p> |
| <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 Leon | X | | | | |
| 2. Chairperson - Eva Ruiz | | X | | | |
| 3. Angelica Montanez | | | | X | |
| 4. Maria Gonzalez | | | | X | |
| 5. Maria Garcia | | X | | | |
| 6. Irma Gonzalez | | X | | | |
| 7. Lorena Navarro | | X | | | |
| 8. Jason Jordan | | | | X | |
| 9. Gary Gossett | | | | X | |
| 10. Felicity Uribe | | | | X | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

| |
|--|
| Check the appropriate box below: |
| <input checked="" 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 Leon |  | 3/23/18 |
| SSC Chairperson | Eva Ruiz |  | 3/23/18 |

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Sunset - 0435

ON-SITE ALLOCATION

| | | |
|---|-----------------------------------|------------------|
| 3010 | Title I | \$23,205 * |
| 7090 | LCFF Supplemental & Concentration | \$89,853 |
| 7091 | LCFF for English Learners | \$45,339 |
| TOTAL 2018/19 ON-SITE ALLOCATION | | \$158,397 |

| | |
|--|----------|
| * Title I requires a specific investment for Parent Involvement | |
| Title I Parent Involvement - Minimum Required | \$546 |
| Remaining Title I funds are at the discretion of the School Site Council | \$22,659 |
| Total Title I Allocation | \$23,205 |

Sunset Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Current % | Target % |
|--|-----------|----------|
| EL Reclassification Rate (All grade levels) | 7.273 | 14.273 |
| SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 38.983 | 45.983 |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 45.763 | 52.763 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Accountable Communities were in the Pre-Initiating and Initiating phase of Learning by Doing AC/PL Continuum. Areas of growth include:
 - CFA development and analysis protocol
 - Progress monitoring tools, protocols and alignment
 - Data Analysis protocol
 - Consistent feedback to teachers focused on ELA school wide commitments

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Accountable Communities were in the Pre-Initiating and Initiating phase of Learning by Doing AC/PL Continuum. Areas of growth include:
 - CFA development and analysis protocol
 - Progress monitoring protocols and alignment
 - Data Analysis protocol
 - Mathematical practices and school wide commitments (use of higher level word problems)
 - Consistent feedback to teachers focused on Math school wide commitments

EL Reclassification Rate (All grade levels)

- Accountable Communities were in the Pre-Initiating and Initiating phase of Learning by Doing AC/PL Continuum. Areas of growth include:

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Inconsistent systematic response to intervention (RtI) structures that ensures all students make continuous progress and are able to demonstrate mastery of the ELA standards
- Lack of process in identifying students needing extra support in academic/social areas
- These students will have priority for after school/before school support

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Inconsistent systematic response to intervention (RtI) structures that ensures all students make continuous progress and are able to demonstrate mastery of Math standards
- Lack of process in identifying students needing extra support in academic/social areas
- These students will have priority for after school/before school support

EL Reclassification Rate (All grade levels)

- Inconsistent systematic response to designated and integrated ELD instruction that ensures all students make continuous progress and are able to demonstrate mastery of ELA/ELD standards
- Lack of process in identifying students needing extra support in academic/social areas
- These students will have priority for after school/before school support

- CFA development and analysis protocol
- Progress monitoring protocols and alignment
- Data Analysis protocol
- Consistent feedback to teachers focused on ELA/ELD Lab School/School wide commitments

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- SSC analyzed data was appreciative that students have made gains in ELA and Math on district assessments
- SSC would like supports to continue such as paraprofessionals, counseling, materials and supplies, and tutoring
- SSC also suggested adding after school tutoring, increasing funding for technology, and paraprofessionals
- SSC would like to increase funding for incentives to motivate students
- Coffee hours and surveying parents on topics

2 ELAC:

- ELAC parents analyzed data was appreciative that students have made gains in ELA and Math on district assessments
- ELAC parents would like supports to continue such as paraprofessionals, counseling, materials and supplies, and tutoring
- ELAC parents also suggested adding after school tutoring, increasing funding for technology, and paraprofessionals
- ELAC parents would like to increase funding for incentives to motivate students
- Coffee hours and surveying parents on topics

3 Staff:

- The staff would like supports to continue such as paraprofessionals, counseling, and tutoring
- The staff suggested adding additional funding for technology, paraprofessionals, materials and supplies, and incentives to motivate students

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Actions were effective in supporting student achievement as evident by gains in both ELA and Math district assessments.
- Additional funding will be allocated to add more technology, paraprofessionals and tutoring

Action 1

Title: ELA instructional plan for K-6

Action Details:

Sunset Elementary will ensure that all students receive high quality instruction through a three-tiered approach to literacy. Necessary interventions, through a systematic approach, will improve ELA/Literacy instruction at each level of intervention to ensure that students make continuous progress and are able to demonstrate mastery of ELA standards.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- District ELA Interim Assessments
- Grade Level Common Formative Assessments
- DRP
- BAS
- KAIG
- Data chats with teachers
- Classroom goal setting

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

- ELA Guaranteed and Viable Curriculum resources and materials
- Tablets for use of online resources
- Paraprofessionals
- TSA to monitor response to intervention
- Blended Learning/Differentiated Instruction/Response to Intervention
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly Student Success Team Meetings, PL
- Substitutes for teacher planning, peer observations, and KAIG Assessments
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Direct maintenance and repairs for technology
- Teaching Fellows to support after school tutoring
- AC teams will continue to improve instructional supports and provide intervention through RTI process

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

- Share ELA Performance data to parents at meetings (Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- Share strategies with parents on how to support students at home (Coffee Hour, Parent University)
- Babysitting, materials and supplies for parent meetings

Owner(s):

- Teachers
- Students
- AC Teams
- Lead Teachers
- Administration
- Teacher on Special Assignment

Timeline:

- Daily Checking for Understanding
- Common Formative Assessments (minimum of 1-2 CFAs per Quarter)
- Maravillas/Wonders weekly, quarterly, and End-of-Unit Assessments
- KAIG Quarterly Data
- District Interim Assessments

Specify enhanced services for EL students:

- Designated and Integrated ELD
- Academic Discourse
- Support from Paraprofessionals and teaching fellows
- Teaching and Learning Cycle
- Explicit Instruction with language analysis
- Teacher to provide additional interventions to identified EL students, foster, and economically disadvantaged

Describe Professional Learning related to this action:

- Backwards mapping of ELA Standards
- Data analysis and action planning by teacher, grade level, and school wide
- Illuminate item bank and CFA development
- Leading with Learning Teaching and Learning Cycle
- Technology to support literacy instruction
- Learning by Doing
- Making Thinking Visible
- Visible Learning
- ELA/ELD Frameworks in connection to instructional Practice Guide tenets

Action 2

Title: Math Instructional Plan for K-6

Action Details:

Sunset Elementary will implement mathematical instruction aligned to Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Supports will center on professional learning, with ACs as the drivers, the use of common formative assessments, performance tasks, and RtI.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- District Math Interim Assessments
- Grade level common formative assessments
- KAIG
- Data chats with teachers
- Classroom goal setting

Owner(s):

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

Timeline:

- Daily checking for understanding
- Common Formative Assessments (minimum of 1-2 per quarter)
- GoMath weekly, quarterly, end-of chapter assessments
- District Interim Assessments
- KAIG Quarterly data

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

- Math Guaranteed and Viable Curriculum resources and materials
- Tablets for use of online resources
- Paraprofessionals
- Teaching Fellows
- Blended learning/differentiated instruction/response to intervention
- Supplemental contracts for certificated and classified (i.e planning, tutoring
- Substitutes for monthly Student Success Team meetings, PL, quarterly data chats
- Substitutes for peer observations, and KAIG Assessments
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Direct maintenance and repairs

Specify enhanced services for EL students:

- Academic discourse in math content
- Support from paraprofessionals
- Visual supports
- Math tools and resources

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

- Share math performance data to parents at meetings (Coffee Hour, ELAC, SSC, SSTs, IEPs and Parent Teacher Conferences)
- Share strategies with parents on how to support students at home (Coffee Hour, Parent University)
- Babysitting and materials and supplies for parent meetings

Describe Professional Learning related to this action:

- Backwards mapping of math standards
- Data analysis and action planning by teacher, grade level, and school wide
- Illuminate item bank
- CFA development
- Technology to support math instruction
- Mathematical Practices in connection to IPG Tenets

Action 3

Title: English Learners Instructional Plan K-6

Action Details:

Sunset will implement standards based ELA/ELD instructional strategies to support and increase the percentage of English Language Learners who are redesignated.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ELPAC
- DRP
- BAS
- KAIG
- Grade Level Common Formative Assessments
- Data Chats

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

- ELPAC Assessors
- Tablets for online use of integrated ELA/ELD resources
- Materials and supplies to support ELA/ELD instruction
- Teaching Fellows for After School Tutoring
- Paraprofessionals
- Digital Literacy Resources
- Supplemental contracts for certificated and classified
- Substitutes for Student Success Team MEetings, Data Chats
- Substitutes for planning, PL, peer observations and KAIG assessments
- TSA to monitor response ti Intervention and Teaching Fellows
- Technology/resources for online support
- Additional materials and supplies that support ELD/ELA instruction but not limited to,graphics and technology
- Direct maintenance and repairs

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

- Share EL performance data to parents at meetings (Coffee Hour, ELAC, DELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- Share strategies with parents on how to support students at home (Coffee Hour and Parent University)
- Babysitting and materials and supplies for parent meetings

Owner(s):

- Teachers
- AC Teams
- Lead Teachers
- EL Coaches
- TSA
- Administration

Timeline:

- Daily
- Weekly
- Quarterly benchmark assessment

Specify enhanced services for EL students:

- Academic Discourse
- Designated and Integrated ELD
- Teaching Fellows
- Paraprofessionals
- Teaching Learning Cycle
- Keystone Pedagogies
- Explicit instruction on language analysis

Describe Professional Learning related to this action:

- ELA/ELD Framework
- ELD standards deconstruction
- ELPAC data analysis and action planning by teacher, grade level, and school wide
- Lab School and site PL
- Technology to support ELD Instruction

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

G1 - All students will excel in reading, writing, and math

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|----------------------|---------------|------------------------------|--------|---|-----------|
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Supplemental contract for teachers (tutoring and planning) | 7,182.00 |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | Materials and supplies **NO FOOD, NO INCENTIVES** | 2,397.00 |
| G1A1 | Title 1 Basic | Parent Participation | Oth Cls-Supp | | | Childcare | 667.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Reg | Paraprof, Instructional Asst | 0.3750 | | 9,362.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Reg | Paraprof, Instructional Asst | 0.3750 | | 9,928.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials and Supplies | 6,231.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Technology, printer ink, poster maker | 20,000.00 |
| G1A1 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows to support RTI intervention | 26,076.00 |
| G1A1 | Sup & Conc | Instruction | Copier Maint | | | Xerox Machine | 800.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Technology Repairs | 500.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics | 500.00 |
| G1A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Parent Participation food for parent meetings | 1,500.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Subs | | | Data chats | 703.00 |
| G1A3 | LCFF: EL | Instruction | Bks & Ref | | | Imagine Learning | 10,000.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | : Materials and supplies | 10,877.00 |
| G1A3 | LCFF: EL | Instruction | Travel | | | Teacher conferences | 8,000.00 |
| G1A3 | LCFF: EL | Instruction | Travel | | | : Admin Conferences | 2,000.00 |
| G1A3 | LCFF: EL | Instruction | Direct-Other | | | ELPAC Assessors | 1,700.00 |

\$118,423.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

| Goal 2 Metrics | Current % | Target % |
|---------------------------|-----------|----------|
| Goal 2 Participation Rate | 95.848 | 100 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

| | |
|--|---|
| <p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> Increased the number of activities/sports provided Green Club, Student Council, Club Rugen, Art Club After school program (fall, winter, spring) intersessions and Saturday activities | <p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> Disproportionality would be attributed to low attendance and low club sponsorship |
|--|---|

Step 2: 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.

| | | |
|--|--|---|
| <p>1 SSC:</p> <ul style="list-style-type: none"> SSC was appreciative that we added additional Goal 2 opportunities SSC suggested we offer more clubs and activities for all students to get involved/connected to school | <p>2 ELAC:</p> <ul style="list-style-type: none"> ELAC parents were appreciative that we added additional Goal 2 opportunities such as sports and activities . ELAC parents suggested we offer more clubs and activities for all students | <p>3 Staff:</p> <ul style="list-style-type: none"> Staff were appreciative that we added additional Goal 2 opportunities such as sports and activities . Staff suggested we offer more clubs and activities for all students |
|--|--|---|

Action 1

Title: Increase Goal 2 Participation Rate

Action Details:

Sunset Elementary is committed to increasing Goal 2 participation throughout the year by engaging students in clubs, athletic teams, co-curricular activities, visual and performing arts activities, field trips, school wide activities, and class sponsored activities.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Atlas
- SQI Data
- SEL data
- Parent/student surveys

Owner(s):

- Principal
- TSA
- Counselor
- Goal 2 Office
- Teachers and staff

Timeline:

August 2018-June 2019

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

- Purchase orders for athletics, clubs, activities, and the arts
- Supplemental contracts for staff to facilitate clubs or events
- Transportation services to attend activity or event
- Materials and supplies, including but not limited to, notebooks, paper, pencils, etc.

Specify enhanced services for EL students:

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

- Share Goal 2 opportunities to parents at Back-to-School Night, Open House, School Site Council meetings, ELAC meetings, Parent Coffee Hour, Parent Newsletters, School Messenger, and teacher parent conferences.

Describe Professional Learning related to this action:

- PL with staff to generate ideas for clubs and activities
- Staff will be trained to record events and take attendance on ATLAS.

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

| Goal 3 Metrics | Current % | Target % |
|---------------------------------|-----------|----------|
| Exposure to Careers - 3rd Grade | 86.842 | 93.842 |
| Exposure to Careers - 4th Grade | 86.667 | 93.667 |
| Exposure to Careers - 6th Grade | 95.652 | 100 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 3rd Grade

- High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip
- The small percentage of students who did not attend was due to absences related to illness or other family obligation

Exposure to Careers - 4th Grade

- High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip
- The small percentage of students who did not attend was related o absences due to illness or other family obligation

Exposure to Careers - 6th Grade

- High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was related to absences due to illness or other family concerns regarding duration of trip.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 3rd Grade

- High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip
- The small percentage of students who did not attend was due to absences related to illness or other family obligation.

Exposure to Careers - 4th Grade

- High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip
- The small percentage of students who did not attend was related to absences due to illness or other family obligation

Exposure to Careers - 6th Grade

- High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip
- The small percentage of students who did not attend was related to absences due to illness or other family concerns regarding duration of trip

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- SSC members were appreciative that students were able to

2 ELAC:

- ELAC parents were appreciative that students were able to

3 Staff:

- Staff were appreciative that students were able to have

have exposure related to career and college experience funded by the district

- SSC members would like these opportunities to continue

have exposure related to career and college experience funded by the district

- ELAC parents would like these opportunities to continue

exposure related to career and college experience funded by the district

- Staff want stronger messaging during the field trip from facilitators in making a connection to educational preparation for careers within that particular field of study

Action 1

Title: Increase Attendance of Goal 3 Experiences for grades 3,4,6

Action Details:

Sunset Elementary will expose students to a variety of career opportunities through field trips, career speakers, career fairs, and research presentations. Accountable Community teams will calendar events to ensure for highest student participation.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Attendance will be monitored through ATLAS engagements
- Teachers will implement new learning through student writing and reflection

Owner(s):

- Principal
- TSA
- Teachers
- HSL
- Goal 3 Office

Timeline:

- August 2018 - June 2019

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

- Provide transportation to event or activity, if needed
- Materials and supplies will include, but not limited to, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, and other materials

Specify enhanced services for EL students:

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

- Administration and staff will present Goal 3 opportunities to parents at
 - Back-to-School Night
 - Open House
 - Title 1 Meeting
 - Monthly Coffee Hours
 - ELAC, SSC meetings, and school communications to parents

Describe Professional Learning related to this action:

- Staff will be provided with the information they need to ensure all experiences are scheduled and all arrangements are made within the appropriate timelines

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

| Goal 4 Metrics | Current % | Target % |
|-------------------------------|-----------|----------|
| Chronic Absenteeism | 12.952 | 10.952 |
| Suspensions Per 100 | 0.31 | 0 |
| Student Survey - Caring adult | 72.973 | 79.973 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

- Attendance Meetings
- Increase in Goal 2 Engagements
- Increased Home-School Communication

Suspensions Per 100

- RP Counseling support
- SEL Instruction
- Site Mentors

Student Survey - Caring adult

- Meaningful Jobs Program
- Site Mentors
- School Culture and Climate Team
- RP Counseling

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

- Inconsistent parent support and follow through
 - Communication
 - Attending meetings
 - Emergency card information not updated

Suspensions Per 100

- Inconsistent parent support and follow through
 - Communication, responding to school
 - Attending conferences/SST's/Suspension Meetings
 - Emergency card information not updated

Student Survey - Caring adult

- Professional Learning on Growth Mindset

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- SSC members gave positive feedback regarding increase of connections with school and staff
- SSC would like these opportunities to continue

2 ELAC:

- ELAC parents gave positive feedback regarding increase of connections with school and staff
- ELAC parents would like these opportunities to continue

3 Staff:

- Staff shared feedback regarding suggestions to improve parent/school connection and support

- SSC members were concerned with reduction in tutoring funds and offered suggestions to improve parent participation

- ELAC Parents were concerned with reduction in tutoring funds and offered suggestions to improve parent participation

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Each item was effective in support of student achievement

- Paraprofessionals
- TSA
- Materials and Supplies
- Restorative Practice Counselor
- On-site mentors
- School Culture and Climate Team

Action 1

Title: Decrease Chronic Absenteeism

Action Details:

Sunset Elementary will implement proactive practices to support a decrease in the number of students who are chronically absent

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ATLAS attendance reports
- Child Welfare Attendance Specialist data collection and attendance conferences
- SQI data
- Goal 2 Participation

Owner(s):

- Administration
- TSA
- Office Manager
- Attendance Clerk
- Home School Liaison
- CWSA

Timeline:

- Daily
- Weekly
- Quarterly

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

- Principal, TSA, CWSA, and attendance clerk will conference with students, provide incentives, celebrate improved student attendance of identified students and encourage participation in Goal 2 activities/clubs
- Materials and supplies will include, but is not limited to, copy paper, incentives, notebooks, paper, pencils,

Specify enhanced services for EL students:

- HSL to support all EL students and families through translations, outreach and home visits

crayons, markers, pens, backpacks, and other materials

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

- Share attendance data to parents at meetings (coffee hour, ELAC, SSC, SSTs, IEPs and Parent Teacher Conferences)
- CWAS will conduct home visits and schedule meetkgs with parents of students who are chronically absent
- Use of Edutext for home-school communication

Describe Professional Learning related to this action:

- Attendance data analysis with teachers by class
- Office assistant update at staff meetings
- Ongoing PL related to Safe and Civil Schools, Olweus Anti Bullying ,Restorative Practice and SEL

Action 2

Title: Suspension Rate by connecting students to caring adults

Action Details:

Sunset Elementary will embed Social Emotional Learning (SEL) to decrease out of school suspension rates and connect students to a caring adult

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Teachers to give Intentional and effective feedback to students related to resilience skills
- Feedback on 5:1 ratio of positive to negative interactions to students by teachers
- Feedback to teachers using classroom walk through data & IPG Tenet 1
- Meaningful Work
- Goal 2 Participation
- Climate and Culture data analysis
- Emotional Intelligence (EQ) survey analysis
- Office referral data

Owner(s):

- Teachers
- TSA
- Restorative Practice Counselor
- Administration
- School Culture and Climate Team
- On-site Mentors

Timeline:

- Daily
- Weekly
- Quarterly

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

- Restorative Practice Counselor
- On site Mentor
- Paraprofessionals
- After School Tutoring by Teaching Fellows
- Home School Liaison
- Certificated and Classified supplemental contracts to support classrooms and outside activities and transitions
- Substitutes for monthly Student Success Team and IEP Meetings
- Materials and supplies that support instruction including but not limited to, incentives, recognition, graphics, and technology
- Monthly School Culture and Climate Meetings

Specify enhanced services for EL students:

- TSA to support EL students and families to support with translations, outreach and home visits
- HSL to support EL students and families to support with translations, outreach and home visits
- Bilingual resources for parents of EL students
- CWSA communications
- Restorative Practice Counseling supports

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

- Share performance data for SEL to parents at meetings (coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- Share strategies with parents on how to support students at home
- Home School Liaison
- TSA
- School Messenger
- Assemblies
- Parent University
- UC Nutrition

Describe Professional Learning related to this action:

- SEL PL included but not limited to:
 - Emotional Intelligence (EQ)
 - Restorative Practices
 - Safe and Civil Schools
 - Second Step
 - Olweus Class Meetings
 - Positive Discipline in the Classroom
 - Community Building

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

G4 - All students will stay in school on target to graduate

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|----------------------------------|--------------|-----------------------------|--------|--|-----------|
| G4A2 | Title 1 Basic | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School | 0.3750 | HSL to support with parent workshops, coffee hours | 12,959.00 |
| G4A2 | Sup & Conc | Instruction | Teacher-Subs | | | Subs for quarterly planning, SSTS, and peer observations | 14,956.00 |
| G4A2 | LCFF: EL | Instruction | Ins Aide-Reg | Paraprof, Bilingual Spanish | 0.3750 | | 12,059.00 |

\$39,974.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0435 Sunset Elementary (Locked)

| Action | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------|---------------|----------------------------------|---------------|------------------------------|--------|---|-----------|
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Supplemental contract for teachers (tutoring and planning) | 7,182.00 |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | Materials and supplies **NO FOOD, NO INCENTIVES** | 2,397.00 |
| G1A1 | Title 1 Basic | Parent Participation | Oth Cls-Supp | | | Childcare | 667.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Reg | Paraprof, Instructional Asst | 0.3750 | | 9,362.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Reg | Paraprof, Instructional Asst | 0.3750 | | 9,928.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials and Supplies | 6,231.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Technology, printer ink, poster maker | 20,000.00 |
| G1A1 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows to support RTI intervention | 26,076.00 |
| G1A1 | Sup & Conc | Instruction | Copier Maint | | | Xerox Machine | 800.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Technology Repairs | 500.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics | 500.00 |
| G1A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Parent Participation food for parent meetings | 1,500.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Subs | | | Data chats | 703.00 |
| G1A3 | LCFF: EL | Instruction | Bks & Ref | | | Imagine Learning | 10,000.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | : Materials and supplies | 10,877.00 |
| G1A3 | LCFF: EL | Instruction | Travel | | | Teacher conferences | 8,000.00 |
| G1A3 | LCFF: EL | Instruction | Travel | | | : Admin Conferences | 2,000.00 |
| G1A3 | LCFF: EL | Instruction | Direct-Other | | | ELPAC Assessors | 1,700.00 |
| G4A2 | Title 1 Basic | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School | 0.3750 | HSL to support with parent workshops, coffee hours | 12,959.00 |
| G4A2 | Sup & Conc | Instruction | Teacher-Subs | | | Subs for quarterly planning, SSTS, and peer observations | 14,956.00 |
| G4A2 | LCFF: EL | Instruction | Ins Aide-Reg | Paraprof, Bilingual Spanish | 0.3750 | | 12,059.00 |

\$158,397.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$23,205.00 |
| Sup & Conc | 7090 | \$89,853.00 |
| LCFF: EL | 7091 | \$45,339.00 |
| Grand Total | | \$158,397.00 |

| Goal Totals | Budget Totals |
|---|---------------------|
| G1 - All students will excel in reading, writing, and math | \$118,423.00 |
| G4 - All students will stay in school on target to graduate | \$39,974.00 |
| Grand Total | \$158,397.00 |