

Sunset Elementary

10621666088942

Principal's Name: Natanska Valtierra

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<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/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 and Family Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and 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 - Natanska Valtierra	X				
2. Chairperson – Gloria Nogueron Estrada			X		
3. Vice Chairperson – Irma Gonzalez		X			
4. Secretary – Lorena Navarro		X			
5. DAC Representative – Adriana Garcia				X	
6. Carissa Estrada				X	
7. Celina Cordova				X	
8. Channelle Williams				X	
9. Edgar Minjarez		X			
10. Maria Espinoza				X	
11. Elisa Perez (Alternate – Teacher)		X			
12. Daisy Hernandez (Alternate - Parent)				X	
13. Alisha Torres (Alternate – Parent)				X	
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: Sunset Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Natanska Valtierra		3/10/2021
SSC Chairperson	Gloria Nogueron Estrada		3/10/2021

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Sunset - 0435

ON-SITE ALLOCATION

3010	Title I	\$34,155 *
7090	LCFF Supplemental & Concentration	\$117,612
7091	LCFF for English Learners	\$41,715
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$13,284</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$206,766

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$891
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$33,264</u>
	Total Title I Allocation	\$34,155

Sunset Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		5.88 %	2019-2020	12.88 %
I-Ready ELAD1 On Level		31.4 %	2020-2021	41.4 %
I-Ready ELAD2 On Level		41.87 %	2020-2021	48.87 %
I-Ready Math D1 On Level		17.93 %	2020-2021	27.93 %
I-Ready Math D2 On Level		32.61 %	2020-2021	39.61 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD1 On Level

Sunset Elementary implemented a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in Grades Kindergarten-6 and Common Core Grade Level Standards in Reading, Writing, Listening and Speaking. The actions taken to support program implementation include:

- Good first instruction utilizing the GVC in tandem with ELD standards and Instructional Practice Guide (IPG)
- Inter-Act Fellows for RTI in the afternoon
- Paraprofessionals supporting RTI during instructional time and after school
- Professional Learning Communities I (PLCs) participating in the Cycle of Continuous Improvement
- PLC Teams developing Common Formative Assessments to identify mastery of essential standards
- PLC Teams analyzing CFAs and student products for alignment with rigor of standard
- PLC Teams engaging in root cause analysis of students not meeting standards and plan for intervention

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

I-Ready ELAD1 On Level

The distance learning environment created by the Covid-19 pandemic generated conditions that highlighted or exacerbated existent disproportionalities in some low-performing student groups. Although, our district provided devices and connectivity capabilities to all students to facilitate remote learning, some of these students, often lack the appropriate technological support for learning at home; some parents have work schedules that limit their ability to help their children with online learning. As a result, data shows lower levels of student achievement for our Hispanic and English Learner subgroups, than in previous years.

I-Ready Math D1 On Level

The distance learning environment created by the Covid-19 pandemic generated conditions that highlighted or exacerbated existent disproportionalities in some low-performing student groups. Although, our district provided devices and connectivity capabilities to all students to facilitate remote learning, some of these students often lack the appropriate technological support for learning at home; some parents have work schedules that limit their ability to help their children with online learning. As a result, data shows lower levels of student achievement for our Hispanic and English Learner subgroups, than in previous years.

- Monitoring student progress using Data Monitoring Sheets
- Implementation of effective strategies such as WestEd Keystone pedagogies
- Ensuring an Aligned Instructional System with the use of SBAC Claims and Targets and Interim Assessment Blocks

I-Ready Math D1 On Level

Sunset Elementary implemented a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in Grades Kindergarten-6 and Common Core Grade Level Standards in Reading, Writing, Listening and Speaking. The actions taken to support program implementation include:

- Good first instruction utilizing the GVC in tandem with ELD standards and Instructional Practice Guide (IPG)
- Inter-Act Fellows for RTI in the afternoon
- Paraprofessionals supporting RTI during instructional time and after school
- Professional Learning Communities (PLCs) participating in the Cycle of Continuous Improvement
- PLC Teams developing Common Formative Assessments to identify mastery of essential standards
- PLC Teams analyzing CFAs and student products for alignment with rigor of standard
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EL Reclassification Rate

Sunset Elementary implemented a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in Grades Kindergarten-6 and Common Core Grade Level Standards in Reading, Writing, Listening and Speaking. The actions taken to support program implementation include:

- Good first instruction utilizing the GVC in tandem with ELD standards and Instructional Practice Guide (IPG)
- Inter-Act Fellows for RTI in the afternoon
- Paraprofessionals supporting RTI during instructional time and after school
- Professional Learning Communities (PLCs) participating in the Cycle of Continuous Improvement
- PLC Teams developing Common Formative Assessments to identify mastery of essential standards
- PLC Teams analyzing CFAs and student products for alignment with rigor of standard
- PLC Teams engaging in root cause analysis of students not meeting standards and plan for intervention
- Monitoring student progress using Data Monitoring Sheets
- Implementation of effective strategies such as WestEd Keystone pedagogies
- Ensuring an Aligned Instructional System with the use of SBAC Claims and Targets and Interim Assessment Blocks
- After school tutoring support for English Language Learners

I-Ready ELA D2 On Level

Sunset Elementary implemented a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in Grades Kindergarten-6 and Common Core Grade Level Standards in Reading, Writing, Listening and Speaking. Student's demonstrated a growth in tier 1 and tier 2 levels from iReady 1 to iReady 2 in grades 3-6. The actions taken to support program implementation include:

EL Reclassification Rate

The distance learning environment created by the Covid-19 pandemic generated conditions that highlighted or exacerbated existent disproportionalities in some low-performing student groups. Although, our district provided devices and connectivity capabilities to all students to facilitate remote learning, some of these students often lack the appropriate technological support for learning at home; some parents have work schedules that limit their ability to help their children with online learning. As a result, data shows lower levels of student achievement for our Hispanic and English Learner subgroups, than in previous years.

I-Ready ELA D2 On Level

We do not have data to compare 2019-2029 iReady data 2 due to the start of the pandemic.

The distance learning environment created by the Covid-19 pandemic generated conditions that highlighted or exacerbated existent disproportionalities in some low-performing student groups, such as our EL learners. Although, our district provided devices and connectivity capabilities to all students to facilitate remote learning, some of these students often lack the appropriate technological support for learning at home; some parents have work schedules that limit their ability to help their children with online learning. As a result of the pandemic causing instability in the home, the data shows our Hispanic and English Learner subgroups performed at lower levels of student achievement in I-Ready D2 than the general student population.

I-Ready Math D2 On Level

We do not have data to compare 2019-2029 iReady data 2 due to the start of the pandemic.

The distance learning environment created by the Covid-19 pandemic generated conditions that highlighted or exacerbated existent disproportionalities in some low-performing student groups. Although, our district provided devices and connectivity capabilities to all students to facilitate remote learning, some of these students often lack the appropriate technological support for learning at home; some parents have work schedules that limit their ability to help their children with online learning. As a result of the pandemic causing instability in the home, the data shows our Hispanic and English Learner subgroups performed at lower levels of student achievement in I-Ready D2 than the general student population.

- Good first instruction utilizing the GVC in tandem with ELD standards and Instructional Practice Guide (IPG)
- Inter-Act Fellows for RTI in the afternoon
- Paraprofessionals supporting RTI during instructional time and after school
- Professional Learning Communities I (PLCs) participating in the Cycle of Continuous Improvement
- PLC Teams developing Common Formative Assessments to identify mastery of essential standards
- PLC Teams analyzing CFAs and student products for alignment with rigor of standard
- PLC Teams engaging in root cause analysis of students not meeting standards and plan for intervention
- Monitoring student progress using Data Monitoring Sheets
- Implementation of effective strategies such as WestEd Keystone pedagogies
- Ensuring an Aligned Instructional System with the use of SBAC Claims and Targets and Interim Assessment Blocks

I-Ready Math D2 On Level

Sunset Elementary implemented a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in Grades Kindergarten-6 and Common Core Grade Level Standards in Reading, Writing, Listening and Speaking. Student's demonstrated a growth in tier 1 and tier 2 levels from iReady 1 to iReady 2 in grades 3-6. The actions taken to support program implementation include:

- Good first instruction utilizing the GVC in tandem with ELD standards and Instructional Practice Guide (IPG)
- Inter-Act Fellows for RTI in the afternoon
- Paraprofessionals supporting RTI during instructional time and after school
- Professional Learning Communities (PLCs) participating in the Cycle of Continuous Improvement
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- PLC Teams engaging in root cause analysis of students not meeting standards and plan for intervention
- Monitoring student progress using Data Monitoring Sheets
- Implementation of effective strategies such as WestEd Keystone pedagogies
- Ensuring an Aligned Instructional System with the use of SBAC Claims and Targets and Interim Assessment Blocks

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

All actions were implemented as planned. The only changes made were the reallocation of funds due to distance learning and Covid-19. Teachers did not have sub release time for quarterly planning. Instead, funds were reallocated to provide supplemental contracts for teachers for the same purpose.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Actions in achieving these goals:

- Strengthen progress monitor through RTI - assessment data, social-emotional data, and SSTs
- All teachers identify essential learning standards (claims and targets) in each grade level and administer Interim Assessments/Common Formative Assessments to help monitor growth in ELA, Math, and ELD instruction
- Provide small group intervention or 1-1 classroom intervention based on Common Formative Assessment data
- Provide after school targeted support to Tier 2 and Tier 3 students (via tutors or supplemental contracts for staff)
- Providing meaningful lessons that are inclusive of people's culture from diverse backgrounds.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

We communicated with SSC, during regularly scheduled meetings, at least once per quarter, using using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask SSC members' input on current actions and suggestions for modifications to actions for next school year.

2 ELAC:

We communicated with ELAC, during regularly scheduled meetings, at least once per quarter, using using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask ELAC members' input on current actions and suggestions for modifications to actions for next school year.

3 Staff:

We communicated with Sunset Staff, during staff meetings meetings, using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask staff members' input on current actions and suggestions for modifications to actions for next school year.

Action 1

Title: Language Arts Instructional Plan for K-6

[Action Details:](#)

Sunset Elementary will ensure that all students receive high quality instruction through a three-tiered approach to promote mastery of skills in grades K-6 to meet grade level state reading, writing, listening and speaking standards in both, English and Spanish. Necessary interventions through a systematic Multi-Tiered Systems of Support will improve English and Spanish Literacy instruction at each level of intervention to ensure that students make continuous progress and are able to demonstrate mastery of 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

- Power BI tools for progress monitoring: Absenteeism, ELs & Redesignation, iReady, Student Behavior - Suspensions/Expulsions, School Performance, and Student Assessment (SBAC).
- ELPAC
- IAB Assessments
- iReady (3rd - 6th)
- iStation (K-2nd)
- BAS/**SEL** (Sistema de evaluación de lectura)
- BPST
- Fluency
- Maravillas/Wonders weekly, quarterly, and End-of-Unit Assessments
- Grade Level Common Formative Assessments
- Kinder Assessment
- Data chats with teachers
- Classroom/Student goal setting
- Classroom walkthroughs, observations, feedback, reflective conversations

Owner(s):

- PLC
- Principal
- Vice Principal
- Teachers
- District Coaches

Timeline:

- CAASPP (yearly)
- ELPAC (yearly)
- Quarterly IAB Assessments (Gr. 3-6)
- iReady (3x/year)
- Common Formative Assessments (minimum of 1-2 CFAs per Quarter)
- Kinder quarterly Assessment Data
- Daily Checking for Understanding
- Maravillas/Wonders weekly, quarterly, and End-of-Unit Assessments
- iStation (K-2nd)

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

-
- Response to intervention will be done in the classroom with the support of our paraprofessionals, Inter-Act fellows, and Resource Specialist.
- Tier 2 – Inter-Act fellows to support afterschool tutoring, paraprofessional to support in class.
- Tiered Levels of Support through Response to Intervention
 - Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide interventions to proactively support student success.
 - Tier 2 and Tier 3 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and supports.
- ELA Guaranteed and Viable Curriculum resources and materials
- Paraprofessionals pushing in to support small group reading instruction
- Home School Liaison
- Materials and supplies for parent participation
- Online resources such as software and licenses including, but not limited to Raz-Kids, Nearpod, and other digital means.
- 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, professional learning, peer observations, and Kinder, BAS, and BPST Assessments
- Materials and supplies that support instruction including, but not limited to, classroom supplies, graphics, technology, lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support reading instruction and intervention program needs
- Purchase orders to support student/parent engagements, activities, and incentives to include, but not limited to: Savemart, Office Depot, Peace Works, etc.
- Funds to provide incentives and awards for students' academic progress and achievements
- Technology to support instructional delivery and student learning such as, Elmos, poster maker, tablets, projectors, document cameras, and other accessories/supplies, as needed
- Direct maintenance and repairs
- Inter-Act Fellows to support RTI (push in) and after school tutoring
- Direct Services for Food Services
- Professional Learning opportunities for staff
- Cultural Proficiency training opportunities for staff
- Materials and supplies for professional learning

Specify enhanced services for EL students:

- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Effective teacher planning structures for implementation of EL instruction and EL program consideration including DLI program articulation.
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Designated and Integrated ELD embedded throughout each lesson.
- Use of Academic Discourse
- Visual Supports
- Support from Paraprofessionals and Inter-Act Fellows
- Lab School Work - Leading with Learning (Teaching and Learning Cycle with English Learner Services)
- Explicit Instruction with language analysis
- ELPAC assessors
- Home School Liaison to support and communicate with parents
- Professional Learning on EL development and understanding of English language domains.
- Provide EL appropriate interventions based on student needs (LTELs, at risk of becoming LTELs and newcomers) and data trends.
- Data chats to clearly communicate expectations and commitments of teachers and students to increase linguistic and academic achievement.
- Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
- Disaggregate EL student data; to monitor progress and create action plan for literacy in Spanish (Grades TK-2) and progress along the ELD Proficiency Level Continuum toward redesignation (Grades 3-6).

Specify enhanced services for low-performing student groups:

- After School Tutoring for English Language Learners
- Targeted RTI for Tier 2 and Tier 3 students through targeted MTSS
- Additional Support/Recommendations through Student Success Team
- Progress monitoring using Data Monitoring Sheets
- Provide EL appropriate interventions based on student needs (LTELs, at risk of becoming LTELs and newcomers) and data trends.
 - Data chats to clearly communicate expectations and commitments of teachers and students to increase linguistic and academic achievement.
 - Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.

Action 2

Title: Mathematics Instructional Plan for K-6

Action Details:

Sunset Elementary will ensure that all students receive high quality instruction through a three-tiered approach to promote mastery of skills in grades K-6 to meet grade level standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Necessary interventions through a systematic Multi-Tiered Systems of Support will improve math instruction at each level of intervention to ensure that students make continuous progress and are able to demonstrate mastery of 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

- Power BI tools for progress monitoring: Absenteeism, ELs & Redesignation, iReady, Student Behavior - Suspensions/Expulsions, School Performance, and Student Assessment (SBAC).
- SBAC
- IAB Assessments
- iReady
- Grade Level Common Formative Assessments
- Kinder Assessments
- Data chats with teachers
- Classroom/Student goal setting
- Classroom walkthroughs, observations, feedback, reflective conversations
- Go Math Assessments

Owner(s):

- PLC
- Principal
- Vice Principal
- Teachers
- District Coaches

Timeline:

- CAASPP (yearly)
- ELPAC (yearly)
- Quarterly IAB Assessments (Gr. 3-6)
- iReady (3x/year)
- Common Formative Assessments (minimum of 1-2 CFAs per Quarter)
- Kinder quarterly Assessment Data
- Daily Checking for Understanding
- Go Math Assessments - End of Chapter

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

- Response to intervention will be done in the classroom with the support of our paraprofessionals, Inter-Act fellows, and Resource Specialist.
- Tier 2 – Inter-Act fellows to support afterschool tutoring, paraprofessional to support in class.
- Tiered Levels of Support through Response to Intervention
 - Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide prevention to proactively support student success
 - Tier 2 and Tier 3 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Mathematics Guaranteed and Viable Curriculum resources and materials
- Paraprofessionals pushing in to support small group reading instruction
- Home School Liaison
- Materials and supplies for parent participation
- Online resources such as software and licenses including, but not limited to Raz-Kids, Nearpod, and other digital means.
- 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, professional learning, peer observations, and Kinder, BAS, and BPST Assessments
- Materials and supplies that support instruction including, but not limited to, classroom supplies, graphics, technology, lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support reading instruction and intervention program needs
- Purchase orders to support student/parent engagements, activities, and incentives to include, but not limited to: Savemart, Office Depot, Peace Works, etc.
- Funds to provide incentives and awards for students' academic progress and achievements
- Technology to support instructional delivery and student learning such as, Elmos, poster maker, tablets, projectors, document cameras, and other accessories/supplies, as needed
- Direct maintenance and repairs
- Inter-Act Fellows to support RTI (push in) and after school tutoring
- Direct Services for Food Services
- Professional Learning opportunities for staff
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Specify enhanced services for EL students:

- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Effective teacher planning structures for implementation of EL instruction and EL program consideration

Specify enhanced services for low-performing student groups:

- After School Tutoring for English Language Learners
- Targeted RTI for Tier 2 and Tier 3 students through targeted MTSS
- Additional Support/Recommendations through Student Success Team

including DLI program articulation.

- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Designated and Integrated ELD embedded throughout each lesson.
- Use of Academic Discourse
- Visual Supports and Manipulatives
- Support from Paraprofessionals and Inter-Act Fellows
- Lab School Work - Leading with Learning (Teaching and Learning Cycle with English Learner Services)
- Explicit Instruction with language analysis.
- Home School Liaison to support and communicate with parents
- Professional Learning on EL development and understanding of English language domains.
-
- Provide EL appropriate interventions based on student needs (LTELs, at risk of becoming LTELs and newcomers) and data trends.
- Data chats to clearly communicate expectations and commitments of teachers and students to increase linguistic and academic achievement.
- Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
- Disaggregate EL student data; to monitor progress and create action plan for literacy in Spanish (Grades TK-2) and progress along the ELD Proficiency Level Continuum toward redesignation (Grades 3-6).

- Progress monitoring using Data Monitoring Sheets.
- Provide EL appropriate interventions based on student needs (LTELs, at risk of becoming LTELs and newcomers) and data trends.
 - Data chats to clearly communicate expectations and commitments of teachers and students to increase linguistic and academic achievement.
 - Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.

Action 3

Title: Increase EL Redesignation Rate

Action Details:

Sunset will continue to provide daily Designated English Language Development along with Integrated ELD instruction utilizing the California English Language Development Frameworks in tandem with the state adopted language arts and content area standards to support the English Language Development of our English Language Learners to advance at least one proficiency levels towards the goal of redesignation. Sunset will continue to implement instructional strategies from Lab School work.

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

- Power BI tools for progress monitoring: Absenteeism, ELs & Redesignation, iReady, Student Behavior - Suspensions/Expulsions, School Performance, and Student Assessment (SBAC).
- SBAC
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- BPST
- Fluency
- Maravillas/Wonders weekly, quarterly, and End-of-Unit Assessments
- Grade Level Common Formative Assessments
- Kinder Assessment
- Data chats with teachers
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- Classroom walkthroughs, observations, feedback, reflective conversations

Owner(s):

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Timeline:

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- Maravillas/Wonders weekly, quarterly, and End-of-Unit Assessments

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

- Response to intervention will be done in the classroom with the support of our paraprofessionals, Inter-Act fellows, and Resource Specialist.
- Tier 2 – Inter-Act fellows to support afterschool tutoring, paraprofessional to support in class.
- Tiered Levels of Support through Response to Intervention
 - Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success.
 - Tier 2 and Tier 3 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and supports.
- ELA Guaranteed and Viable Curriculum resources and materials
- Paraprofessionals pushing in to support small group reading instruction
- Home School Liaison
- Materials and supplies for parent participation
- Online resources such as software and licenses including, but not limited to Raz-Kids, Nearpod, and other digital means.
- 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, professional learning, peer observations, and Kinder, BAS, and BPST Assessments
- Materials and supplies that support instruction including, but not limited to, classroom supplies, graphics, technology, lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support reading instruction and intervention program needs
- Purchase orders to support student/parent engagements, activities, and incentives to include, but not limited to: Savemart, Office Depot, Peace Works, etc.
- Funds to provide incentives and awards for students' academic progress and achievements
- Technology to support instructional delivery and student learning such as, Elmos, poster maker, tablets, projectors, document cameras, and other accessories/supplies, as needed
- Direct maintenance and repairs
- Inter-Act Fellows to support RTI (push in) and after school tutoring
- Direct Services for Food Services
- Professional Learning opportunities for staff
- Cultural Proficiency training opportunities for staff
- Materials and supplies for professional learning

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
 - Effective teacher planning structures for implementation of EL instruction and EL program consideration including DLI program articulation.
 - Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
 - Designated and Integrated ELD embedded in each lesson
 - Use of Academic Discourse
 - Support from Paraprofessionals and Teaching Fellows
 - Lab School Work - Leading with Learning (Teaching and Learning Cycle with English Learner Services)
 - Explicit Instruction with language analysis
 - ELPAC assessors
 - Home School Liaison to support and communicate with parents
 -
 - Provide EL appropriate interventions based on student needs (LTELs, at risk of becoming LTELs and newcomers) and data trends.
 - Data chats to clearly communicate expectations and commitments of teachers and students to increase linguistic and academic achievement.
 - Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
 - Disaggregate EL student data; to monitor progress and create action plan for literacy in Spanish (Grades TK-2) and progress along the ELD Proficiency Level Continuum toward redesignation (Grades 3-6).
- After School Tutoring
 - Targeted RTI through MTSS
 - Additional Support/Recommendations through Student Success Team
 - Provide EL appropriate interventions based on student needs (LTELs, at risk of becoming LTELs and newcomers) and data trends.
 - Data chats to clearly communicate expectations and commitments of teachers and students to increase linguistic and academic achievement.
 - Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : 6 Tutors for RTI and MTSS. Also G1 A1 - Split with 7090	33,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supp C. for Teachers (Tutoring, Planning and PL) Also supports G1 A2, and G1 A3	5,630.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Paraprof, Instructional Asst 0.375 - Also G1A2, and A3	8,898.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Paraprof, Instructional Asst 0.375 - Also G1A2, and A3	8,898.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Mat & Supp to support academics G1 A2, A3/G2 and G3	9,642.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs: PLCs 4X/year(76), SSTs(8), BAS (18), DC(4), PLI(18)	23,944.00
G1A1	One-Time School	Instruction	Mat & Supp			: Mat & Supp to support school reopening	6,000.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Paraprof, Instructional Asst 0.375 - Also G1A1, and A3	12,834.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Paraprof, Instructional Asst 0.375 - Also G1A1, and A3	9,812.00
G1A2	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : 6 Tutors for RTI and MTSS. Also G1 A1 - Split with 3010	33,326.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors 2 Subs X 5 days each	1,932.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Mat & Supplies to support academics. G1 A1, A2	2,737.00

\$156,653.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Exposure to Careers 3rd - 6th Grades:

Teachers and staff have been proactive in communicating with parents the value of attending the study trips that provide students exposure to real-world learning experiences and careers.

Frontloading teachers and students with information and timelines in a timely manner

Scheduling study trips early.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student-centered real world learning experience - Site Defined

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 study trip

The small percentage of students who did not attend was due to absences related to illness or other family obligation

Students in PK to 2nd grade have not had as many opportunities to participate in real-world learning experiences as students in 3rd - 6th grades.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The major differences this school year was the implementation of virtual study trips instead of in-person tours due to the Covid-19 pandemic.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will continue to implement real-world learning experiences and exposure to careers in grades 3th - 6th that promote diversity and bilingualism in the work environment. In addition to that, we will take the initiative to plan activities that include students in grades PK to 2nd grade as well.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>We communicated with SSC, during regularly scheduled meetings, at least once per quarter, using using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask SSC members' input on current actions and suggestions for modifications to actions for next school year.</p>	<p>2 ELAC:</p> <p>We communicated with ELAC, during regularly scheduled meetings, at least once per quarter, using using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask ELAC members' input on current actions and suggestions for modifications to actions for next school year.</p>	<p>3 Staff:</p> <p>We communicated with Sunset Staff, during staff meetings meetings, using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask staff members' input on current actions and suggestions for modifications to actions for next school year.</p>
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Action 1

Title: Cultural Awareness and Competencies for Workplace Success

Action Details:

Sunset Elementary will promote cultural awareness, character, and workplace competencies for students with the expectation of being College and Career Ready. Students will be exposed to a variety of cultures and career opportunities through study trips, career speakers, career fairs, community events, and research presentations. Professional Learning Community and Culture and Climate Team will plan and calendar grade level experiences to ensure the selection of optimum date to allow 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

Owner(s):

Timeline:

- Monitor attendance through ATLAS engagements
- Panorama Student Surveys
- Teachers will implement new learning through student writing and reflection in connection to GVC
- Parent Surveys

- Culture and Climate Team
- Teachers
- Home School Liaison
- Goal 2 Department
- ILT

- August 2021 - June 2021
- Weekly
 - Monthly
 - Quarterly
 - Yearly (SEL Surveys)

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 are not limited to, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, graphics, technology .and other materials
- Purchase orders provided to Vendors such as Savemart, Peaceworks, GW, Party City, Me-n-Ed's, etc. to support student and parent engagement and activities
- Direct Food Services
- Home School Liaison to support and communicate with parents
- Supplemental contracts for Certificated and Classified staff
- Funds to provide incentives and awards for students' academic progress and achievements

- HSL to help organize community events that promote real-world learning experiences for students and families
- Guest speakers from diverse backgrounds including Bilingual speakers

Specify enhanced services for EL students:

- Home School Liaison to support and communicate with parents
- All parent and student communications will be translated into primary language, including but not limited to, School Messenger, Tiger Updates, Peachjar, Sunset Biblioteca, Remind, flyers, and other notices
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged student

Specify enhanced services for low-performing student groups:

- All students will be encouraged to engage in real-world learning activities and experiences
- SST process-Identification of interventions to support services, Foster and economically disadvantaged student

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Bks & Ref			Digital Licences, Subscriptions (Raz Kids, Nearpo Library)	5,500.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			Technology/Software/Hardware. Also G1A1, A2, and A3	12,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and Repairs of technology and hardware	2,000.00

\$19,500.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		12.08 %	2020-2021	10.08 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Students with Disabilities)		12.12 %	2020-2021	10.12 %
Chronic Absenteeism (African American)		13.79 %	2020-2021	11.79 %
Chronic Absenteeism (Hispanic)		12.5 %	2020-2021	10.5 %
Chronic Absenteeism (White)		0 %	2020-2021	0 %
Chronic Absenteeism (English Learner)		15.22 %	2020-2021	13.22 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

- Attendance clerk contact parents to verify attendance on a daily basis
- Attendance meetings on a monthly basis or as needed
- CWA attendance Chats as needed
- Academic Awards Certificates
- Student of the Month Celebrations
- Community Building Celebratory Weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Week, Read Across America, etc.)
- Student Store to provide incentives for reading practice
- Increase opportunities for students to engage in clubs, sports, arts, and other activities
- HSL home-school communication and home visits as needed
- Implementation of Restorative Practices to make meaningful connections with students
- Weekly Parent/Administration meetings (Coffee Hours)
- Promote opportunities for parent learning (Parent University)
- RP counselor check-ins with targeted students (Tier 2 and Tier 3)
- Morning Meetings
- SSTs
- SEL Instruction

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

- Inconsistent parent support and follow through
- Low participation on Attendance Meetings
- Emergency Card information and ATLAS not updated
- Lack of Transportation

Chronic Absenteeism (African American)

- Inconsistent parent support and follow through
- Low participation on Attendance Meetings
- Emergency Card information and ATLAS not updated
- Lack of Transportation

Chronic Absenteeism (English Learner)

- Inconsistent parent support and follow through
- Low participation on Attendance Meetings
- Emergency Card information and ATLAS not updated
- Lack of Transportation

Chronic Absenteeism (Hispanic)

Chronic Absenteeism (African American)

- Attendance clerk contact parents to verify attendance on a daily basis
- Attendance meetings on a monthly basis or as needed
- CWA attendance Chats as needed
- Academic Awards Certificates
- Student of the Month Celebrations
- Community Building Celebratory Weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Week, Read Across America, etc.)
- Student Store to provide incentives for reading practice
- Increase opportunities for students to engage in clubs, sports, arts, and other activities
- HSL home-school communication and home visits as needed
- Implementation of Restorative Practices to make meaningful connections with students
- Weekly Parent/Administration meetings (Coffee Hours)
- Promote opportunities for parent learning (Parent University)
- RP counselor check-ins with targeted students (Tier 2 and Tier 3)
- Morning Meetings
- SSTs
- SEL Instruction

Chronic Absenteeism (English Learner)

- Attendance clerk contact parents to verify attendance on a daily basis
- Attendance meetings on a monthly basis or as needed
- CWA attendance Chats as needed
- Academic Awards Certificates
- Student of the Month Celebrations
- Community Building Celebratory Weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Week, Read Across America, etc.)
- Student Store to provide incentives for reading practice
- Increase opportunities for students to engage in clubs, sports, arts, and other activities
- HSL home-school communication and home visits as needed
- Implementation of Restorative Practices to make meaningful connections with students
- Weekly Parent/Administration meetings (Coffee Hours)
- Promote opportunities for parent learning (Parent University)
- RP counselor check-ins with targeted students (Tier 2 and Tier 3)
- Morning Meetings
- SSTs
- SEL Instruction
- All communications translated to Spanish

Chronic Absenteeism (Hispanic)

- Attendance clerk contact parents to verify attendance on a daily basis
- Attendance meetings on a monthly basis or as needed
- CWA attendance Chats as needed
- Academic Awards Certificates
- Student of the Month Celebrations
- Community Building Celebratory Weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Week, Read Across America, etc.)

- Inconsistent parent support and follow through
- Low participation on Attendance Meetings
- Emergency Card information and ATLAS not updated
- Lack of Transportation

Chronic Absenteeism (Students with Disabilities)

- Inconsistent parent support and follow through
- Low participation on Attendance Meetings
- Emergency Card information and ATLAS not updated
- Lack of Transportation

Chronic Absenteeism (White)

Suspensions students with 1 or more

- Student Store to provide incentives for reading practice
- Increase opportunities for students to engage in clubs, sports, arts, and other activities
- HSL home-school communication and home visits as needed
- Implementation of Restorative Practices to make meaningful connections with students
- Weekly Parent/Administration meetings (Coffee Hours)
- Promote opportunities for parent learning (Parent University)
- RP counselor check-ins with targeted students (Tier 2 and Tier 3)
- Morning Meetings
- SSTs
- SEL Instruction

Chronic Absenteeism (Students with Disabilities)

- Attendance clerk contact parents to verify attendance on a daily basis
- Attendance meetings on a monthly basis or as needed
- CWA attendance Chats as needed
- Academic Awards Certificates
- Student of the Month Celebrations
- Community Building Celebratory Weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Week, Read Across America, etc.)
- Student Store to provide incentives for reading practice
- Increase opportunities for students to engage in clubs, sports, arts, and other activities
- HSL home-school communication and home visits as needed
- Implementation of Restorative Practices to make meaningful connections with students
- Weekly Parent/Administration meetings (Coffee Hours)
- Promote opportunities for parent learning (Parent University)
- RP counselor check-ins with targeted students (Tier 2 and Tier 3)
- Morning Meetings
- SSTs
- SEL Instruction
- IEP compliance
- 504 Plans as needed

Chronic Absenteeism (White)

Suspensions students with 1 or more

No suspensions are recorded. We will continue implementing the following:

- School wide Safe and Civil procedures and initiatives
- Weekly morning meetings and class meetings
- RP Counselor to support SEL Instruction
- Monthly NTA trainings
- SEL support and Cultural Proficiency training for staff

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There are no major differences, other than accommodations to implement actions in a virtual environment. Each item was effective in support of student achievement:

- School Culture Climate Team
- Paraprofessionals and Teaching Fellows
- Restorative Practice Counselor
- Materials and Supplies
- Student Incentives

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- We will continue to promote student engagement and activities that are inclusive of people and cultures from diverse backgrounds and that create meaningful connections with other adults in our Sunset community.
- We will use the following tools to promote student engagement and increase participation: Monthly Coffee Hours, Peach Jar, Social Media, Remind, Sunset Website, Teleparent, etc
- HSL – Home visits
- Office Assistant – Attendance meetings, incentives for students on a monthly basis, contact individual parents to update emergency card and parent binder.
- We will continue implementation of current practices listed in step 1.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

We communicated with SSC, during regularly scheduled meetings, at least once per quarter, using using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask SSC members' input on current actions and suggestions for modifications to actions for next school year.

2 ELAC:

We communicated with ELAC, during regularly scheduled meetings, at least once per quarter, using using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask ELAC members' input on current actions and suggestions for modifications to actions for next school year.

3 Staff:

We communicated with Sunset Staff, during staff meetings meetings, using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask staff members' input on current actions and suggestions for modifications to actions for next school year.

Action 1

Title: Engagement in Arts, Activities, and Athletics

Action Details:

Sunset Elementary is committed to increase student participation throughout the year by engaging students in culturally inclusive clubs, athletic teams, co-curricular activities, visual and performing arts activities, study trips, school wide activities, and class sponsored activities.

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 (SEL Reports: Students, Staff, Parent Surveys)
- Panorama Data
- Power BI
- Data Dashboard
- Goal 3 Participation Rosters
- Staff/Parent/Student Survey Data

Owner(s):

- Principal
- TSA
- Staff (Certificated/Classified)
- RP Counselor
- Goal 3 Office
- HSL

Timeline:

- August 2020-June 2021
 - Quarterly
 - Monthly - Climate & Culture
 - Yearly (SEL Surveys)
 - Mid Year (Student Survey 4th-6th)

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

- Supplemental contracts for Certificated and Classified staff to facilitate clubs or activities
- Home School Liaison to support and communicate with parents
- Materials and supplies will include, but not limited to: lease copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support goal 2 participation and engagement
- Other materials and supplies that support engagements including, but not limited to, graphics and technology
- Purchase orders to support student engagements, athletics, clubs/activities, arts, and incentives to include, but not limited to: Savemart, Office Depot, Peace Works, etc.
- Technology to support student engagements/activities
- Direct maintenance and repairs
- Direct Services for Food Services
- Provide funds for transportation and costs for students to attend activity or event
- Additional Copy Machine and copy machines' maintenance to support student engagements/activities
- Teaching Fellows to support after school engagements/activities
- Registration fees for sports/extra-curricular activities

Specify enhanced services for EL students:

- Monitor, provide opportunities, and encourage EL students to engage in Goal 2 activities
- All parent and student communications will be translated into primary language, including but not limited to, school messenger, permission slips, flyers and notices
- Home School Liaison to support, communicate, and hold monthly meetings (coffee hour, Parent University, etc.) to inform parents of school activities

Specify enhanced services for low-performing student groups:

All student groups are encouraged to engage in arts, athletics, and/or activities

Action 2

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 and will continue embedding Social Emotional Learning (SEL) to 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

- ATLAS attendance reports
- Saturday Academy Attendance Reports
- Power BI data
- Goal 2 and Goal 3 Participation
- IPG Tenet 1 data 1
- School Culture and Climate observations and data analysis
- Office referral data

Owner(s):

- Administration
- TSA
- Saturday Academy Lead
- School Culture and Climate Team
- Restorative Practice Counselor
- Teachers
- Attendance Clerk
- Home School Liaison

Timeline:

- August 2020 – June 2021
 - Daily
 - Weekly
 - Monthly
 - Quarterly

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

- Principal, TSA and attendance clerk will conference with students, provide incentives, celebrate improved student attendance of identified students and encourage participation in Goal 2 activities/clubs
- Restorative Practice Counselor
- Paraprofessionals
- 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
- Materials and supplies for parent participation
- Laptops for use of online resources
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Other materials and supplies that support Goal 4 including, but not limited to, graphics and technology
- Purchase orders to support student/parent engagements, activities, and incentives to include, but not limited to: Savemart, Office Depot, Peace Works, etc.
- Funds to provide incentives and awards for students' academic progress and achievements
- Materials and supplies will include, but not limited to: lease copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support Goal 4
- Technology to support instructional delivery and student learning such as, Elmos, poster maker, tablets, Smartboard, projectors, document cameras, and other accessories/supplies, as needed
- Direct maintenance and repairs
- Additional Copy Machine and copy machines' maintenance to support Goal 4
- Direct Services for Food Services

Specify enhanced services for EL students:

- HSL to support all EL students and families through translations, outreach and home visits.
- Awards and incentives to recognize student achievement including attaining RFEP status.

Specify enhanced services for low-performing student groups:

- Target chronically absent students to attend Saturday Academy to recover absences
- Attendance conferences with parents and students

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Oth Cls-Supp			Supp C. for Class S for student and community events	5,072.00
G3A2	Sup & Conc	Instruction	Copier Maint			Office Ricoh Copier G1A1, A2, A3, G3A1, G4A1, G5A1	2,500.00
G3A2	Sup & Conc	Instruction	Direct-Graph			Graphics/Awards/Other Academics and SE Supports	1,500.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			Local Mileage for HSL and Admin-Home Visits and other travel	500.00

\$9,572.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Targets are defined using the following platforms to reach 100% of teachers participation in professional learning opportunities:

- iAchieve Staff Learning Reports
- Site Professional Learning
- Staff Surveys
- DI Academy participation
- Optional training (PL Summits)

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Goal - Site Defined

- High teacher turnover rate in grades 3th - 6th

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We had planned to provide sub release time for planning for teachers four times a year; however, due to Distance Learning learning as a result of the Covid-19 Pandemic, the funds allocated for substitute teachers were transferred to provide teacher supplemental contracts for the same purpose.

Teachers attended professional learning

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Facilitate professional learning opportunities for staff to build their capacity to address the needs of students, especially those originated by the impact of distance learning and school closures.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
<p>We communicated with SSC, during regularly scheduled meetings, at least once per quarter, using using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask SSC members' input on current actions and suggestions for modifications to actions for next school year.</p>	<p>We communicated with ELAC, during regularly scheduled meetings, at least once per quarter, using using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask ELAC members' input on current actions and suggestions for modifications to actions for next school year.</p>	<p>We communicated with Sunset Staff, during staff meetings meetings, using SBAC, ELPAC, and iReadyData. We will utilize surveys to ask staff members' input on current actions and suggestions for modifications to actions for next school year.</p>

Action 1

Title: Staff Training and Support

Action Details:

- In order to reverse the high teacher turnover in grades 3rd to 6th, Sunset Elementary will provide opportunities for staff on the following areas: Cultural Proficiency and Culturally Proficient Instruction, SBAC Claims and Targets, Interim Assessments, Restorative Practices, Dual Language Immersion, Foundational Skills, Social Emotional Learning, Professional Learning Communities, and Blended Learning.
- We will be working with the department of English Learner Services to support bilingual teachers o build their capacity to teach in a DI school and increase their understanding of the Dual Immersion Program.
- We will facilitate the process for the teachers to obtain their BCLAD certification by providing professional learning, and sub release time to increase teacher retention in the program.

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

IAchieve Staff Learning Reports

Site Professional Learning Attendance Reports

Staff Surveys

Owner(s):

Principal

Vice Principal

ILT

District Coaches

Timeline:

Quarterly

End of Year

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics:** SBAC Claims and Targets, Interim Assessments, Dual Language Immersion, Foundational Skills, Professional Learning Communities, Common Core State Standards, and Blended Learning.
- **Student Centered and Real-World Learning:** Cultural Proficiency, Culturally Proficient Instruction, and Blended Learning
- **Student Engagement:** Restorative Practices, Social Emotional Learning, Culture and Climate improvement, and Blended Learning

- Guaranteed and Vable Curriculum - ELA and Go Math - resources and materials
- Home School Liaison
- Online resources such as software and licenses including, but not limited to Raz-Kids, Nearpod, and other digital means.
- Independent Contract Agreements for Professional Development Services (ie. Ed Elements, Solution Tree, Standards Institute, MTSS)
- Supplemental contracts for Certificated and Classified to attend professional development meetings
- Substitutes to provide release time for teachers to attend professional learning meetings
- Materials and supplies that support professional learning including, but not limited to textbooks, office supplies, graphics, and technology
- Purchase orders to support professional learning activities
- Technology to support delivery of professional learning such as, Elmos, poster maker, tablets, projectors, document cameras, and other accessories/supplies, as needed
- Direct maintenance and repairs
- Direct Services for Food Services
- Professional Learning

Specify Professional Development or Staff Services to support EL students:

ELPAC Training for all teachers
ELPAC Assesors
Lab School Work
Blended Learning

Specify Professional Development or Staff Services to support low-performing student groups:

Professional Learning Opportunities for Paraprofessionals and Tutors supporting Tier 2 and Tier 3 students focused on iReady, iStation, Raz Kids, Tools for Teachers, Tutor.com, Sora, Khan Academy, Rosetta Stone, etc.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	One-Time School	In-House Instructional Staff Deve	Cons Svc/Oth			To Be Determined : PL to build capacity to address academic gaps. May be Objs 5221, 4300, or 1160 if travel, materials, or supplemental contracts needed.	7,284.00

\$7,284.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Targets are defined using the following platforms to reach 100% parent participation:

- Completion rates of parent surveys
- Parent attendance in meetings (Coffee Hours, Parent-Teacher conferences, SSC, ELAC)
- Parent Attendance in school events: (Harvest festival, open house, winter program, spring program, etc)
- Teleparent weekly report
- Remind
- Edutext
- Peachjar

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined

Emergency Contacts not updated in ATLAS

Families that do not live within FUSD boundaries have difficulty attending school events.

We have low participation on community events from parents of EL students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Actions to promote family engagement were carried out, but they were modified to be adapted to the remote learning environment (Virtual parent meetings, Drive Through events, virtual workshops).

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will continue to provide families with opportunities to engage in the school community, and we will ensure that we increase our efforts to improve home/school communication via home visits, phone calls, in-person conferences, and email to encourage more family involvement.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

We communicated with Sunset Staff, during staff meetings meetings, using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask staff members' input on current actions and suggestions for modifications to actions for next school year.

2 ELAC:

We communicated with ELAC, during regularly scheduled meetings, at least once per quarter, using using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask ELAC members' input on current actions and suggestions for modifications to actions for next school year.

3 Staff:

We communicated with Sunset Staff, during staff meetings meetings, using SBAC, ELPAC, and iReady Data. We will utilize surveys to ask staff members' input on current actions and suggestions for modifications to actions for next school year.

Action 1

Title: Create a Positive, Family-Centered Community

Action Details:

Sunset Elementary will provide parent and family engagement opportunities to foster a positive culture where families feel welcomed and included in the decision-making process that promote academic progress, cultural awareness, and bilingualism.

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

Panorama Parent Surveys
 Panorama Student Surveys
 Pulse Surveys
 Needs Assessment

Owner(s):

Culture and Climate Team
 Office Staff
 Teachers
 Home School Liaison

Timeline:

Panorama Surveys (Fall and Spring)
 Needs Assessment (Once a year)
 Pulse Surveys (As needed)

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics:** Parent/Teacher Conferences, SSTs, IEPs, Parent Meetings (Coffee Hours), Parent Learning Opportunities (Parent University), Study Trips (Chaperones), Open House
- **Student Centered and Real-World Learning:** Career Day, Science Fair, Study Trips, Literacy Week, Book Clubs, Carnivals, Cultural Awareness Fair, etc.
- **Student Engagement:** Academic Awards, Student of the Month Celebrations, Community Building Celebratory Weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Week, Read Across America, Clubs,

Athletics, Music Education, etc.

- Supplemental contracts for certificated and classified for preparation and organization of community events
- Materials and supplies to promote family engagement including, but not limited to office supplies, books, technology, food services, and incentives.
- Independent Contract Agreements for services that promote family engagement (DJs, photo booths, speakers, service providers, bounce houses)
- Student Incentives
- Spirit Wear
- Guest speakers/Role Models from the community to promote an inclusive culture, bilingual education, and the importance of family engagement.
- EL Parent training on ELD Proficiency Level continuum, ELPAC, Redesignation, RFEP monitoring, Seal of Biliteracy, and Dual Immersion Program goals
- Parent University Trainings for SPED/SST/Eligibility. CAC Meetings monthly for the district support and questions.

Specify Direct Service and Opportunities for parents and families to support EL students:

Home School Liason

Child Care

Books

Parent Learning Opportunities (from Site and Parent University)

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

SSTs

Home School Liason

Child Care

Books

Parent Learning Opportunities (from Site and Parent University)

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Child Care to promote family engagement	579.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Mat & supp to promote family engagement - No food, food related items or incentives	576.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.3750	Home School Liaison/Spanish Support for Families and ELs	12,602.00

\$13,757.00

2021-2022 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	Subagreements			Education and Leadership Foundation : 6 Tutors for RTI and MTSS. Also G1 A1 - Split with 7090	33,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supp C. for Teachers (Tutoring, Planning and PL) Also supports G1 A2, and G1 A3	5,630.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Paraprof, Instructional Asst 0.375 - Also G1A2, and A3	8,898.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Paraprof, Instructional Asst 0.375 - Also G1A2, and A3	8,898.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Mat & Supp to support academics G1 A2, A3/G2 and G3	9,642.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs: PLCs 4X/year(76), SSTs(8), BAS (18), DC(4), PLI(18)	23,944.00
G1A1	One-Time School	Instruction	Mat & Supp			: Mat & Supp to support school reopening	6,000.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Paraprof, Instructional Asst 0.375 - Also G1A1, and A3	12,834.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Paraprof, Instructional Asst 0.375 - Also G1A1, and A3	9,812.00
G1A2	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : 6 Tutors for RTI and MTSS. Also G1 A1 - Split with 3010	33,326.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors 2 Subs X 5 days each	1,932.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Mat & Supplies to support academics. G1 A1, A2	2,737.00
G2A1	Sup & Conc	Instruction	Bks & Ref			Digital Licences, Subscriptions (Raz Kids, Nearpo Library)	5,500.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			Technology/Software/Hardware. Also G1A1, A2, and A3	12,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and Repairs of technology and hardware	2,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Oth Cls-Supp			Supp C. for Class S for student and community events	5,072.00
G3A2	Sup & Conc	Instruction	Copier Maint			Office Ricoh Copier G1A1, A2, A3, G3A1, G4A1, G5A1	2,500.00
G3A2	Sup & Conc	Instruction	Direct-Graph			Graphics/Awards/Other Academics and SE Supports	1,500.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			Local Mileage for HSL and Admin-Home Visits and other travel	500.00
G4A1	One-Time School	In-House Instructional Staff Deve	Cons Svc/Oth			To Be Determined : PL to build capacity to address academic gaps. May be Objs 5221, 4300, or 1160 if travel, materials, or supplemental contracts needed.	7,284.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Child Care to promote family engagement	579.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Mat & supp to promote family engagement - No food, food related items or incentives	576.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.3750	Home School Liaison/Spanish Support for Families and ELs	12,602.00

\$206,766.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$34,155.00
Sup & Conc	7090	\$117,612.00
LCFF: EL	7091	\$41,715.00
One-Time School	7099	\$13,284.00
Grand Total		\$206,766.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$156,653.00
G2 - Expand student-centered and real-world learning experiences	\$19,500.00
G3 - Increase student engagement in their school and community	\$9,572.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$7,284.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$13,757.00
Grand Total	\$206,766.00