

School Year: **2024-25**

# School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Sunset Elementary School
<b>Address</b>	1671 Frankfurt Way Livermore, CA 94550
<b>County-District-School (CDS) Code</b>	01-61200-6097661
<b>Principal</b>	Thomas Fletcher
<b>District Name</b>	Livermore Valley Joint Unified School District
<b>SPSA Revision Date</b>	November 12, 2024
<b>Schoolsite Council (SSC) Approval Date</b>	October 8, 2024
<b>Local Board Approval Date</b>	November 12, 2024

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

The mission of Sunset Elementary School is to create and maintain a learning environment that enables every student the opportunity to reach their highest potential as determined by State and District standards. We challenge our students with a strong academic program, offering differentiation at all grade levels. We are committed to a continuous support system to achieve this outcome. Our goal at Sunset is to have all students strive for their highest potential and our motto is “Be Your Best in Every Way.”

At Sunset, the Instructional Leadership Team (ILT) coaches and supports staff with the implementation of the State Standards. The ILT meets monthly to discuss policies, data, instruction, and curriculum. As a solution oriented team, the ILT helps set the tone, pace, and focus of the school. Additionally, they serve as a conduit to their grade-level teams to ensure policies, data, instruction, and curriculum are discussed and followed. The ILT is leveraged as a brainstorming outlet to create new ideas for the school, as well as a means to create innovation.

Teachers participate in several structured staff development days each year. Professional development will include Professional Learning Community (PLC) cycles, Counting Collections, Soliday, Social Emotional Learning (SEL), and continued implementation of Positive Behavioral Interventions and Supports (PBIS). Teachers continue to participate in activities they find useful and relevant to their teaching in addressing student learning needs. For example, attendance at a Specific, Measurable, Achievable, Realistic, and Timely (SMART) goal-setting workshop designed to support teachers’ professional growth in the California Standards for the Teaching Profession (CSTPs) aided teachers in identifying areas of focus, allowed for self-analysis using a rubric, and provided support in generating powerful goals for individual teachers in collaboration with the principal.

To ensure all English Language Learners (ELLs) are acquiring the English language and progressing academically, an English Language Development (ELD) Implementation Plan is completed through a collaborative effort at all grade levels. Students are grouped according to their overall English Language Proficiency Assessments for California (ELPAC) level. A minimum of 30 minutes of designated ELD instruction is offered daily for all ELD students; the time period dedicated to ELD instruction is included in the ELD Implementation Plan. Teachers use District-adopted Benchmark Advance English Language Arts (ELA)/ English Language Development (ELD) curriculum, which is monitored by the principal. Additionally, teachers use opportunities within the school day, including intervention blocks, to further support progress in the English language. Teachers make use of manipulatives to demonstrate abstract concepts, use realia, videos, scaffold background knowledge, provide visuals, anchor charts, and explicitly teach vocabulary and grammar to support development of the English language and support ELLs toward improvement in ELPAC scores with the goal of Reclassification as Fluent English Proficient (RFEP).

Sunset staff provide transition strategies to assist students entering Kindergarten and students moving to sixth grade. During the first week of school, our Kindergarten teachers assess incoming Kindergarten students in order to learn about them. The assessment process is designed to provide data for teachers on basic academic skills such as letter identification, letter sounds, number recognition, and counting. This year, we will continue to incorporate Counting Collections and math coach support at Transitional Kindergarten, Kindergarten, and first grade to strengthen number sense in our students. We are expanding Counting Collections to second grade through additional professional development. The curriculum, 95% and Heggerty will be utilized with our Kindergarteners as a supplement to Benchmark Advance to develop greater phonemic awareness. UFLI will be used at Kinder & 1st grade, while Soliday will be implemented 2nd-5th grade to support reading at all grade levels. We have added Professional Learning Community (PLC) cycles to all grade levels K-5 to target intervention across the grade levels during our Universal Access time. Our District Multi-Tiered Systems of Support (MTSS) coaches will be leveraged by classroom teachers in cooperation with our classified intervention specialist to support our Kindergarten teachers in their efforts toward early reading intervention.

Sunset utilizes strategies and services to increase parent/family/community involvement/education and increase opportunities for our educational partners to have a voice in making decisions affecting our school and their student’s education. Purposeful and meaningful outreach, coupled with communication with our parents and community, is integral to the overall success of our students. Along these lines, regular emails and newsletters using the S’more platform through our Finalsite communication platform are delivered digitally to our families. Fun Runners, Garden Club, guest readers, and classroom volunteer opportunities are important parent partnerships already embraced by our school. To assure a safe and efficient method for leveraging parent and community support in our school, we utilize a computer check-in system in conjunction with Raptor.

Principal and staff visibility, coupled with availability to parents during peak times such as student arrival and departure, is representative of our efforts to informally engage and converse with our families. Becoming comfortable with virtual meetings during COVID has allowed us to occasionally connect through virtual meetings using primarily Zoom and

Google Meet for IEPs and 504 meetings. Additionally, we hold Parent Teacher Organization (PTO) meetings, English Learner Advisory Committee (ELAC) meetings, Back-to-School Night, Open House and School Site Council (SSC) to foster communication and provide forums for parents. Our school webpage is maintained and updated regularly, as is our school marquee.

## School Profile

In 1977, Sunset opened with 446 students in Kindergarten through 6th grade. The teaching staff was selected from other schools in our District, bringing together a diverse range of interests and talents to our school from its inception.

In 1985, the Livermore School Board closed Arroyo Mocho Elementary (a nearby school) and relocated its students to Sunset, bringing the student population to 600.

In 2004, again Arroyo Mocho Elementary and Almond Elementary sites were closed and 200 students came to Sunset. Two portables were added to the campus to house the increase in student population. The school opened the 2004-2005 school year with 780 students and 38 teachers. At the end of the 2004-2005 school year, Sunset School moved to the old Arroyo Mocho site on Florence Way because extensive building and renovation was planned for the Frankfurt Way site. The staff was housed at the Arroyo Mocho site for two years. They moved back to the original site on June 11, 2007. Our current site encompasses 34 classrooms (consisting of 29 general education classrooms, 2 science lab classrooms, 2 resource support/specialized academic instruction classrooms, and a professional development faculty room/conference room); an administration building made up of a staff room, teacher workspace, staff restrooms, nurses office, front office/lobby area, office for the executive assistant to the principal, principal's office, 4 offices for support staff/personnel, a reading lab for intervention, a comprehensive library, a makerspace/Science Technology Engineering Arts, and Mathematics (STEAM) lab; a multi-purpose room, a learning garden, and 4 portables that house the Extended Student Services (ESS) program provided by the Livermore Area Recreation and Parks District designated as before-school and after-school child care for our students, and an indoor instructional area for physical education.

### Sunset Profile

Sunset is a large elementary school with a student population in the upper 700s, which draws students from the southern part of the city of Livermore. Sunset is a suburban neighborhood school. Our community is composed of a large percentage of people employed in professional and semi-professional occupations. This year, our student population in grades TK-3 is 26 students per class and 32 students per class in grades 4-5. We have a 1:1 ratio of digital devices in first through fifth grade for students comprised of chromebooks. Our science program offers students in grades first through fifth, two 40-minute sessions per week.

Primary financial support for the school is from State and Federal funds. Our Parent Teacher Organization (PTO) raises funds throughout the school year to help pay for release time for teacher collaboration and instructional planning, donations to general education and science specialists for supplemental supplies and programs in support of student learning, and community events, including a Fall Carnival, a golf tournament, a Spring Gala, movie nights, bingo, and other holiday celebrations.

Students receive the required number of instructional minutes with all classes starting at 8:30 am and ending at 1:30 pm (Transitional Kindergarten) and 2:50 pm (grades 1-5) during our regular schedule. Transitional Kindergarten through grade 5 are released at 1:30 pm on Wednesdays.

We most recently were awarded a PBIS Gold medal for our work with our Coordination of Student Services (COST) Team as well as our PBIS strategies. In 2022 we received a silver medal for our work with PBIS and in the fall of 2007, we were nominated to apply for the California Distinguished School Award following an Academic Performance Index (API) score of 913. Following an extensive application process and site visit, we were honored with this award in May 2008.

In order to meet the needs of students with disabilities, we have support providers and specialists in the areas of resource support/specialized academic instruction, speech and language, integrated learning, adaptive physical education, occupational therapy, physical therapy, and assistive technology.

For English Learners, we provide designated instruction in English for 30 minutes per day, five days per week. Our English Language Development Implementation Plan is located in Appendix I.

We serve a diverse student population: 55.41% White, 24.8% Asian, 18.07% Hispanic/Latino, 1.32% Black or African American, .26% American Indian, .13% native Hawaiian, 8.31% Students with Disabilities, 14.78% Socioeconomically Disadvantaged, and 3.96% English Language Learner.

Our parent community plays a central role in the success of our school. High parental commitment is evidenced through volunteers, fundraising efforts, projects, and strong leadership by our Parent Teacher Organization (PTO) Executive Board.

Sunset strives to provide students a nurturing environment. We foster pride in achievement, help develop self-esteem, and set high expectations for each student. We stimulate students' natural interests, curiosity, and critical thinking as they work together cooperatively in an environment of mutual respect and support.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) was provided a digital draft of the SPSA for review in advance of our first SSC meeting in October, 2024. At the meeting, SSC members had an opportunity to provide feedback to the principal. Feedback was taken into consideration and revisions were made prior to submission for Board approval. The English Language Advisory (ELAC) committee will be presented the executive summary and presented data. The SPSA will be monitored during the school year via SSC meetings. Additionally, our Instructional Leadership Team (ILT) meets monthly in ongoing effort to monitor the SPSA.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.96%	0.4%	0.40%	7	3	3
African American	0.82%	1.19%	0.93%	6	9	7
Asian	15.16%	18.39%	17.40%	111	139	131
Filipino	1.37%	1.46%	1.46%	10	11	11
Hispanic/Latino	15.85%	16.27%	17.53%	116	123	132
Pacific Islander	%	0%	%		0	
White	53.42%	51.85%	51.79%	391	392	390
Multiple/No Response	12.43%	10.45%	10.49%	91	79	79
	<b>Total Enrollment</b>			732	756	753

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	132	130	90
Grade 1	108	129	111
Grade 2	124	120	126
Grade3	122	130	122
Grade 4	119	124	128
Grade 5	127	123	127
<b>Total Enrollment</b>	732	756	753

### Conclusions based on this data:

1. Sunset School serves a diverse student population with a steady enrollment in the mid 700s.
2. Sunset School's general population has remained constant over the last three years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	41	37	30	5.50%	5.6%	4.0%
Fluent English Proficient (FEP)	71	90	81	8.60%	9.7%	10.8%
Reclassified Fluent English Proficient (RFEP)				19.5%		

### Conclusions based on this data:

1. Sunset historically serves a small population of ELs averaging 5% of the student population over the last three years.
2. We have maintained an average of 35% of our ELs being reclassified as English proficient each year over the last three years.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	122	130	121	118	127	120	118	127	120	96.7	97.7	99.2
Grade 4	121	123	128	119	121	127	119	121	127	98.3	98.4	99.2
Grade 5	125	122	127	122	120	125	122	120	124	97.6	98.4	98.4
Grade 11												
All Grades	368	375	376	359	368	372	359	368	371	97.6	98.1	98.9

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2479.	2482.	2490.	50.85	51.97	52.50	22.88	23.62	26.67	18.64	14.17	15.00	7.63	10.24	5.83
Grade 4	2545.	2518.	2514.	60.50	42.98	45.67	23.53	28.93	19.69	8.40	17.36	18.90	7.56	10.74	15.75
Grade 5	2551.	2567.	2546.	37.70	45.83	33.87	31.15	34.17	40.32	16.39	14.17	14.52	14.75	5.83	11.29
Grade 11															
All Grades	N/A	N/A	N/A	49.58	47.01	43.94	25.91	28.80	28.84	14.48	15.22	16.17	10.03	8.97	11.05

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.75	43.31	36.67	56.78	48.03	58.33	8.47	8.66	5.00
Grade 4	45.38	38.84	37.01	51.26	54.55	57.48	3.36	6.61	5.51
Grade 5	39.34	35.00	33.06	47.54	61.67	59.68	13.11	3.33	7.26
Grade 11									
All Grades	39.83	39.13	35.58	51.81	54.62	58.49	8.36	6.25	5.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3									
Grade 4									
Grade 5									
Grade 11									
All Grades									

<b>Grade 3</b>	37.61	33.86	40.00	53.85	52.76	52.50	8.55	13.39	7.50
<b>Grade 4</b>	38.14	23.97	25.20	57.63	64.46	59.06	4.24	11.57	15.75
<b>Grade 5</b>	36.07	38.33	29.03	52.46	54.17	59.68	11.48	7.50	11.29
<b>Grade 11</b>									
<b>All Grades</b>	37.25	32.07	31.27	54.62	57.07	57.14	8.12	10.87	11.59

<b>Listening Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	20.34	22.83	17.50	73.73	70.87	75.00	5.93	6.30	7.50
<b>Grade 4</b>	16.81	23.14	16.54	78.99	69.42	74.02	4.20	7.44	9.45
<b>Grade 5</b>	23.77	19.17	20.97	71.31	74.17	72.58	4.92	6.67	6.45
<b>Grade 11</b>									
<b>All Grades</b>	20.33	21.74	18.33	74.65	71.47	73.85	5.01	6.79	7.82

<b>Research/Inquiry Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	33.90	27.56	40.00	56.78	59.84	55.83	9.32	12.60	4.17
<b>Grade 4</b>	34.45	19.83	23.62	61.34	71.07	63.78	4.20	9.09	12.60
<b>Grade 5</b>	27.87	35.00	24.19	62.30	55.83	62.10	9.84	9.17	13.71
<b>Grade 11</b>									
<b>All Grades</b>	32.03	27.45	29.11	60.17	62.23	60.65	7.80	10.33	10.24

**Conclusions based on this data:**

1. The following analysis is based on the last three years of CAASPP data.
2. Our overall percentage of students demonstrating Standard Met or Exceeded decreased in 23/24 from 76% to 73%. The percentage of students performing Standard Exceeded in 4th grade increased by 2% from 22/23, while 3rd grade increased .5% demonstrating minimal growth at the top.
3. The largest percentage of not meeting achievement standards was the 4th grade. They had 35% Below Standard, which was a increase in 7% from 22/23.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	122	130	121	119	128	120	119	128	120	97.5	98.5	99.2
Grade 4	121	123	128	119	122	127	119	122	127	98.3	99.2	99.2
Grade 5	125	122	127	123	120	126	123	120	126	98.4	98.4	99.2
All Grades	368	375	376	361	370	373	361	370	373	98.1	98.7	99.2

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2489.	2490.	2482.	44.54	45.31	41.67	33.61	35.16	34.17	15.97	10.16	17.50	5.88	9.38	6.67
Grade 4	2548.	2514.	2515.	52.94	31.15	35.43	28.57	33.61	33.07	15.13	28.69	18.90	3.36	6.56	12.60
Grade 5	2532.	2579.	2556.	35.77	52.50	42.06	21.95	23.33	20.63	21.14	15.00	28.57	21.14	9.17	8.73
All Grades	N/A	N/A	N/A	44.32	42.97	39.68	27.98	30.81	29.22	17.45	17.84	21.72	10.25	8.38	9.38

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	48.74	51.56	55.00	42.02	39.06	39.17	9.24	9.38	5.83	
Grade 4	56.30	39.34	39.37	40.34	52.46	44.88	3.36	8.20	15.75	
Grade 5	33.33	50.83	38.89	46.34	43.33	48.41	20.33	5.83	12.70	
All Grades	45.98	47.30	44.24	42.94	44.86	44.24	11.08	7.84	11.53	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	46.22	42.97	36.67	47.06	49.22	57.50	6.72	7.81	5.83
Grade 4	48.74	28.69	39.37	38.66	59.02	45.67	12.61	12.30	14.96
Grade 5	30.08	43.33	37.30	49.59	50.00	53.17	20.33	6.67	9.52
All Grades	41.55	38.38	37.80	45.15	52.70	52.01	13.30	8.92	10.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 3</b>	38.66	46.09	32.50	55.46	49.22	61.67	5.88	4.69	5.83
<b>Grade 4</b>	52.94	29.51	29.13	41.18	63.11	59.06	5.88	7.38	11.81
<b>Grade 5</b>	21.95	45.00	25.40	63.41	47.50	65.08	14.63	7.50	9.52
<b>All Grades</b>	37.67	40.27	28.95	53.46	53.24	61.93	8.86	6.49	9.12

**Conclusions based on this data:**

1. The following is analysis is from the last three years of CAASPP data.
2. Our overall percentage of students demonstrating Standard Met or Exceeded decreased from 74% to 69%. The percentage of students performing Below Standard increased by 5% from 2022/23.
3. Our 3rd grade decreased Standard Met or Exceeded by 5% with 76%. Our 4th grade increased the percentage of students demonstrating Standard Exceeded by 4.5%. Our 5th grade increased the percentage of students Exceeded by 10% with 53%.

# ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1449.4	*	*	1466.5	*	*	1409.1	*	*	12	7	5
<b>1</b>	*	1446.1	*	*	1463.0	*	*	1428.8	*	5	11	4
<b>2</b>	*	*	*	*	*	*	*	*	*	7	*	8
<b>3</b>	*	*	*	*	*	*	*	*	*	7	6	*
<b>4</b>	*	*	*	*	*	*	*	*	*	4	6	6
<b>5</b>	*	*	*	*	*	*	*	*	*	*	4	*
<b>All Grades</b>										38	37	28

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	16.67	*	*	50.00	*	*	33.33	*	*	0.00	*	*	12	*	*
<b>1</b>	*	0.00	*	*	45.45	*	*	27.27	*	*	27.27	*	*	11	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	21.05	18.92	7.14	44.74	37.84	46.43	21.05	27.03	32.14	13.16	16.22	14.29	38	37	28

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	41.67	*	*	25.00	*	*	25.00	*	*	8.33	*	*	12	*	*
<b>1</b>	*	36.36	*	*	27.27	*	*	27.27	*	*	9.09	*	*	11	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	39.47	48.65	35.71	26.32	16.22	32.14	21.05	21.62	17.86	13.16	13.51	14.29	38	37	28

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	8.33	*	*	16.67	*	*	66.67	*	*	8.33	*	*	12	*	*
<b>1</b>	*	0.00	*	*	36.36	*	*	9.09	*	*	54.55	*	*	11	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	10.53	0.00	0.00	21.05	32.43	35.71	47.37	35.14	35.71	21.05	32.43	28.57	38	37	28

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	41.67	*	*	50.00	*	*	8.33	*	*	12	*	*
<b>1</b>	*	36.36	*	*	63.64	*	*	0.00	*	*	11	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	36.84	35.14	17.86	55.26	54.05	64.29	7.89	10.81	17.86	38	37	28

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	33.33	*	*	58.33	*	*	8.33	*	*	12	*	*
<b>1</b>	*	27.27	*	*	54.55	*	*	18.18	*	*	11	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	44.74	48.65	53.57	39.47	29.73	32.14	15.79	21.62	14.29	38	37	28

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	8.33	*	*	91.67	*	*	0.00	*	*	12	*	*
<b>1</b>	*	9.09	*	*	36.36	*	*	54.55	*	*	11	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	10.53	5.41	7.14	71.05	54.05	60.71	18.42	40.54	32.14	38	37	28

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	33.33	*	*	33.33	*	*	33.33	*	*	12	*	*
<b>1</b>	*	0.00	*	*	54.55	*	*	45.45	*	*	11	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	26.32	18.92	17.86	44.74	59.46	50.00	28.95	21.62	32.14	38	37	28

**Conclusions based on this data:**

1. The following is an analysis of 23/24 data. Overall performance levels are: 8% of our English Language Learners are at Level 4, 40% of our English Language Learners are at Level 3, 28% of our English Language Learners are at Level 2, and 24% of our English Language Learners are at Level 1.
2. Our highest percentage of students performing in the well developed range is in the speaking category with 80%. A high percentage of our ELLs are just one level below well developed. Reading is a focus, which presents an opportunity to move students to the well developed category through small group instruction, reading intervention, and designated instruction in English. Reading support and direct instruction for our ELs are areas of focus for us.

# School and Student Performance Data

## Physical Fitness Test Results (PFT) 22/23

Number of Students Tested

<b>Total student tested = 121</b>	
<b>Aerobic Capacity</b>	115
<b>Abdominal Strength and Endurance</b>	120
<b>Trunk Extensor Strength and Flexibility</b>	121
<b>Upper Body Strength and Endurance</b>	120
<b>Flexibility</b>	121

## Physical Fitness Test Results (PFT) 2018-19

Number of Students Tested

<b>Total student tested = 124</b>	
<b>Aerobic Capacity</b>	124
<b>Body Composition</b>	124
<b>Abdominal Strength and Endurance</b>	124
<b>Trunk Extensor Strength and Flexibility</b>	124
<b>Upper Body Strength and Endurance</b>	124
<b>Flexibility</b>	124

### Conclusions based on this data:

1. After the COVID-19 pandemic, the California Physical Fitness Test (PFT) was adjusted to a participation percentage.
2. The Spring 2024 PFT was a pass/no pass test and all students who participated received credit.
3. We did not test body composition for the Spring of 2024.



# California Healthy Kids Survey

## Elementary Schools Grade 5:

Table

• School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	72 %	4.7
• Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	83 %	4.7
• Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	82 %	6.1

- This assessment is administered every 2 years. The conclusions are based on our most recent California Healthy Kids Survey data. School connectedness, a feeling of both physical and emotional safety, and being treated with respect by adults is important for student well being and academic achievement.
1. We have work to do in order to help our students feel a greater connection to their school. The lowest percentage was related to feeling close to people at school. Fostering personal connection with our students is a priority.

## Middle Schools Grade 7 and High Schools Grades 9 and 11:

7<sup>th</sup> or 9<sup>th</sup> Grade

11<sup>th</sup> Grade

1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	%	%
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	%	%
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	%	%

- 1.
- 2.

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>756</b>	<b>21.6</b>	<b>4.9</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Sunset Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	37	4.9
<b>Foster Youth</b>		
<b>Homeless</b>	1	0.1
<b>Socioeconomically Disadvantaged</b>	163	21.6
<b>Students with Disabilities</b>	66	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	9	1.2
<b>American Indian</b>	3	0.4
<b>Asian</b>	139	18.4
<b>Filipino</b>	11	1.5
<b>Hispanic</b>	123	16.3
<b>Two or More Races</b>	79	10.4
<b>White</b>	392	51.9

### Conclusions based on this data:

1. Our demographics continue to remain relatively consistent from year to year.
2. Our largest demographic increase from 2018/19 to 2023/24 was our Asian population.

- 
- 
3. Our largest demographic decrease from 2018/19 to 2023/24 was our white population.

# School and Student Performance Data

## Overall Performance





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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Blue		

### Conclusions based on this data:

1. We are continuing to perform "very high" in the areas of English Language Arts and Mathematics.
2. We are limiting the use of suspensions as a form of primary discipline.
3. We will continue our focus on limiting absences.



# School and Student Performance Data

## Academic Performance English Language Arts

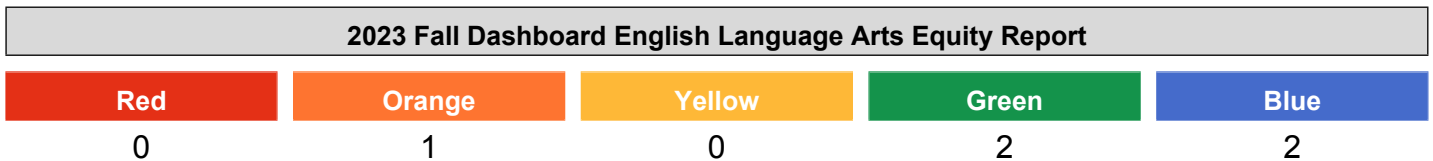
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>53.3 points above standard</p> <p>Decreased -4 points</p> <p>365 Students</p>	<p><b>English Learners</b></p> <p>5.5 points above standard</p> <p>Decreased Significantly -25.2 points</p> <p>31 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>3.9 points below standard</p> <p>Decreased Significantly -18.6 points</p> <p>29 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>42 points below standard</p> <p>Decreased Significantly -27.4 points</p> <p>37 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  6 Students	Less than 11 Students  2 Students	 Blue 86.8 points above standard Maintained 0 points  58 Students	Less than 11 Students  5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 32.4 points above standard Decreased -3.6 points  58 Students	 Green 31 points above standard Decreased Significantly - 19.5 points  44 Students	 No Performance Color 0 Students	 Blue 55.4 points above standard Maintained -1.5 points  192 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
49.5 points below standard Increased Significantly +26.9 points  15 Students	56.9 points above standard Decreased Significantly -49.2 points  16 Students	53 points above standard Maintained -0.9 points  305 Students

**Conclusions based on this data:**

1. Almost all student groups decreased their performance levels. Our Asian student group represents our highest performing student group with 86.8 points above average.
2. Our Students with disabilities are 42 points below standard has us moving further away from closing the achievement gap.

# School and Student Performance Data

## Academic Performance Mathematics

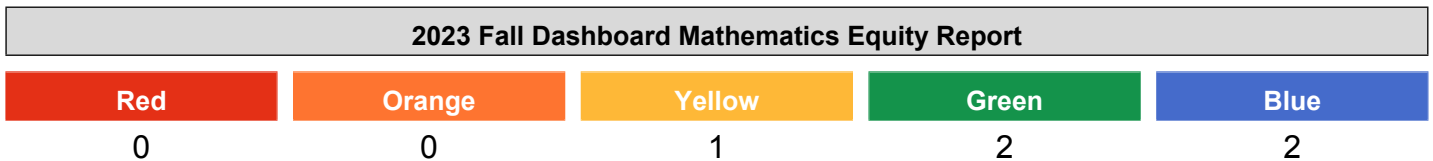
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.








This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Blue 45.3 points above standard Increased +5.4 points 366 Students	<b>English Learners</b> 13.1 points above standard Decreased Significantly -40.7 points 31 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b> 4.6 points above standard Increased Significantly +17.9 points 29 Students	<b>Students with Disabilities</b>  Yellow 13.2 points below standard Decreased -12.9 points 37 Students



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  6 Students	Less than 11 Students  2 Students	 Green 82.6 points above standard Decreased -4.5 points  58 Students	Less than 11 Students  5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 24.2 points above standard Increased Significantly +16.1 points  58 Students	 Green 31 points above standard Decreased -8.1 points  44 Students	 No Performance Color 0 Students	 Blue 44.3 points above standard Increased +8.5 points  193 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
46.7 points below standard Decreased Significantly -42.6 points  15 Students	69.1 points above standard Decreased Significantly -25.5 points  16 Students	42.5 points above standard Increased +10 points  306 Students

#### Conclusions based on this data:

- The category "All students" maintained their performance levels or increased. The largest of those groups being our Socioeconomically Disadvantaged with 17.9 points increase. Our Hispanic student group is our second highest subgroup behind our Socioeconomically Disadvantaged.
- Our Students with Disabilities experienced a 12.9 point decrease, moving further away from closing the achievement gap. They are still experiencing a three year increase of 50.3.2 points. Students with Disabilities are now just 13.2 points Below Standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
35.7% making progress towards English language proficiency
Number of EL Students: 28 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	8	1	9

#### Conclusions based on this data:

- 32.1% of our English Learners progressed one or more ELPI levels, while 35% decreased. While this decrease is limited to a few students, we need to continue to target our students through both designated instruction in English and through intervention.
- Our smaller population of English Learners (EL) allows targeted intervention with our classified reading interventionist, especially those at Level 1 and 2.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

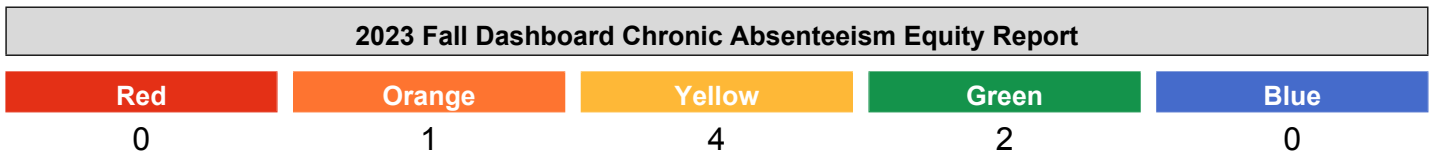
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>11.4% Chronically Absent</p> <p>Declined Significantly -7.1</p> <p>766 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>6.4% Chronically Absent</p> <p>Declined -16.7</p> <p>47 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>17.1% Chronically Absent</p> <p>Declined -17.9</p> <p>70 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>15.9% Chronically Absent</p> <p>Maintained -0.4</p> <p>82 Students</p>

## 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  9 Students	Less than 11 Students  3 Students	 Green 3.5% Chronically Absent Declined -8.3 142 Students	0% Chronically Absent 0 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.2% Chronically Absent Declined -13.3 125 Students	 Yellow 12.7% Chronically Absent Declined -3.8 79 Students	 No Performance Color 0 Students	 Yellow 13.1% Chronically Absent Declined Significantly -4.8 397 Students

### Conclusions based on this data:

1. Our Socioeconomically Disadvantaged student group had the highest percentage of chronically absent the year. (17.9%) Which was a 13.6% increase in attendance from the prior year (31.5%)
2. Our Hispanic student group had the highest percentage of chronically absent when compared to other student groups. (16.7%) They increased in absences by 8.9%.
3. Schoolwide chronic absenteeism has improved this year by 7% to 11.4%.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

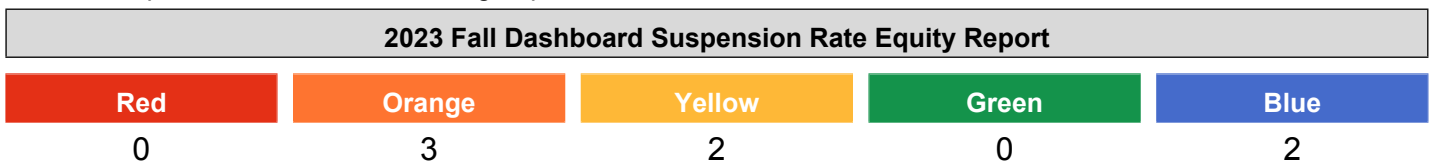
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>0.9% suspended at least one day</p> <p>Increased 0.8 771 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 48 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 1.4 71 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>3.7% suspended at least one day</p> <p>Increased 2.3 82 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 9 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 143 Students</p>	<p>0% suspended at least one day</p> <p align="center">11 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.8 126 Students</p>	<p align="center"> Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 2.5 79 Students</p>	<p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center"> Yellow</p> <p>1% suspended at least one day</p> <p>Increased 0.8 400 Students</p>

**Conclusions based on this data:**

1. Sunset continues to have a very low suspension rate overall. (.9%)
2. Sunset's overall suspension rate increased to .9% this year.
3. Students with disabilities has the highest rate of suspension. The percentage increased 2.3%.



# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 1

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP data	We will increase the percentage of students meeting or exceeding the standard by 3% in ELA from 76% to 79%.	We decreased the percentage of students meeting the standard by 3% in ELA from 76% to 73%.
CAASPP data	We will increase the percentage of students meeting or exceeding the standard by 3% in math from 74% to 77%.	We decreased the percentage of students meeting the standard by 5% in Math from 74% to 69%.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA/ELD:</p> <p>We will continue our school wide focus on Tier-1 instruction by continued investment into the growth of our PLC cycles during our Universal Access time and will use Sunday, Heggerty, Benchmark Advance and Teachers College curriculum with a focus on small-group instruction, online resources, data analysis, analysis of rubrics, Universal Design for Learning, differentiated instruction, and strategies which support English Learners. Teachers will use Professional Learning Communities (PLCs) to analyze student performance data and inform Tier-1 instruction.</p>	<p>ELA/ELD:</p> <p>We continued our school wide focus on Tier-1 instruction by continuing to invest into the growth of our PLC cycles during our Universal Access time and used Sunday, Heggerty, Benchmark Advance with a focus on small-group instruction, online resources, data analysis, analysis of rubrics, Universal Design for Learning, differentiated instruction, and strategies which supported English Learners. Teachers used Professional Learning Communities (PLCs) to analyze student performance data and inform Tier-1 instruction. We continued to utilize reading intervention for</p>	<p>Flexible reading small-group intervention support. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 19,995</p>	<p>Flexible reading small-group intervention support. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 19,995</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>We will continue to utilize reading intervention for our at-promise students using universal screening tools, including EasyCBM. We will incorporate additional reading intervention curriculum to include Heggerty, Sonday, and 95%. The Coordination of Services Team (COST) will monitor the progress and performance of students with individualized education plans and students in general education who are receiving interventions.</p>	<p>our at-promise students using universal screening tools, including EasyCBM. We incorporated additional reading intervention curriculum to include Heggerty, Sonday and 95%. We also piloted UFLI in Kinder and 1st grade. The Coordination of Services Team (COST) monitored the progress and performance of students with individualized education plans and students in general education who received interventions.</p>		
<p>Mathematics:</p> <p>We will focus on improving Tier-1 instruction using Investigations3 curriculum through professional development on small-group instruction, online resources, data analysis, Universal Design for Learning, differentiated instruction, and strategies that support English Learners. Teachers will use PLCs to analyze student performance data and inform Tier-1 instruction. Additionally, we will continue to implement Counting Collections with support from math coaches for Transitional Kindergarten (TK), Kindergarten (K), first, and second grade classrooms to develop greater number sense for our youngest learners. We will commit to a minimum of 60 minutes (grades 1-5; 45 minutes</p>	<p>Mathematics:</p> <p>We focused on improving Tier-1 instruction using Investigations3 curriculum through professional development on small-group instruction, online resources, data analysis, Universal Design for Learning, differentiated instruction, and strategies that support English Learners. Teachers used PLCs to analyze student performance data and inform Tier-1 instruction. Additionally, we continued to implement Counting Collections with support from math coaches for Transitional Kindergarten (TK), Kindergarten (K), first, and second grade classrooms to develop greater number sense for our youngest learners. We committed to a minimum of 60 minutes (grades 1-5; 45 minutes grades TK and K) of math instruction daily, using</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>grades TK and K) of math instruction daily, using Investigations3 and supplemental resources. Supplemental curriculum, including DreamBox and IXL, will be used to support student learning.</p>	<p>Investigations3 and supplemental resources. Supplemental curriculum, including DreamBox and IXL, was used to support student learning.</p>		
<p>Articulation:  We will continue to improve articulation and collaboration amongst staff through our Professional Learning Communities (PLCs) and Instructional Leadership Team (ILT). We will use ILT meetings to identify and communicate areas of focus for PLCs, discuss PLC minutes, and support staff in their efforts and identified needs as they relate to student learning. Our ILT, in partnership with our reading/math intervention specialist and English Language Learner Liaison, will oversee intervention efforts focused on English Learners (ELs) and Socioeconomically Disadvantaged student groups.</p>	<p>Articulation:  We continued to improve articulation and collaboration amongst staff through our Professional Learning Communities (PLCs) and Instructional Leadership Team (ILT). We used ILT meetings to identify and communicate areas of focus for PLCs, discussed PLC minutes, and supported staff in their efforts and identified needs as they relate to student learning. Our ILT, in partnership with our reading/math intervention specialist and English Language Learner Liaison, oversaw intervention efforts focused on English Learners (ELs) and Socioeconomically Disadvantaged student groups.</p>	<p>Professional development for staff via conferences and/or workshops 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 3,645.00</p>	<p>Professional development for staff via conferences and/or workshops 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 2,836.93</p>

## Analysis

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

To achieve the goal of increasing the percentage of students meeting or exceeding the standard by 3% in ELA and Math, the implementation of strategies and activities should be multi-faceted and data-driven. Here is a comprehensive approach to what we did:

### 1. Data Analysis and Goal Setting

Baseline Data Collection: Conducted an initial assessment to determine the current percentage of students meeting or exceeding the standards in ELA and Math.

Targeted Goal Setting: Broke down the overall 3% increase goal into specific, measurable targets for each grade level and subject.

### 2. Professional Development

Teacher Training: Provided ongoing professional development focused on evidence-based instructional strategies in ELA and Math. This included differentiated instruction, formative assessments, and effective use of technology.

Collaboration: Encouraged regular collaboration among teachers through Professional Learning Communities (PLCs) to share best practices, analyze student work, and develop intervention strategies.

### 3. Curriculum and Instruction

Curriculum Alignment: Ensured that the curriculum was aligned with state standards and included rigorous content that prepares students for standardized assessments.

Instructional Strategies: Implemented research-based instructional strategies aligned to science of reading and number sense to enhance student engagement and understanding.

Intervention Programs: Developed and implemented targeted intervention programs for students who are below grade level. This mainly included (UA) small group instruction during the school day.

### 4. Assessment and Progress Monitoring

Formative Assessments: Regularly used formative assessments to monitor student progress and adjusted instruction as needed.

Data Meetings: Held data meetings to review assessment results, identify trends, and plan interventions. Used data to inform instruction and provide targeted support to students who were not meeting the standards.

Benchmark Assessments: Administered benchmark assessments throughout the year to measure progress toward the goal and make necessary adjustments to strategies and activities.

### 5. Family and Community Engagement

Communication: Kept families informed about their child's progress and the school's efforts to improve ELA and Math performance. Provided resources and strategies for parents to support learning at home.

### 6. Resources and Support

Instructional Resources: Provided teachers with high-quality instructional materials and resources that supported effective teaching and learning in ELA and Math.

Technology Integration: Utilized technology tools and platforms to enhance instruction and provided personalized learning opportunities for students.

### 7. Monitoring and Evaluation

Regular Review: Continuously reviewed and evaluated the effectiveness of the implemented strategies and activities.

Adjusted the plan as needed based on student performance data and feedback from teachers, students, and parents.

Celebration of Success: Celebrated and recognized the progress and achievements of students and teachers in meeting the goal. Used positive reinforcements to motivate continued effort and improvement.

By systematically implementing these strategies and activities, we created a supportive and effective learning environment that fostered academic growth and achievement in ELA and Math.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The implementation of strategies and activities aimed at increasing the percentage of students meeting or exceeding the standard by 3% in ELA and Math proved to be highly effective and was positively received by all teachers. Here is an evaluation of the overall effectiveness of the initiatives:

#### 1. Data-Driven Decision Making

Impact: The use of baseline data and regular formative assessments provided clear insights into student performance, allowing for targeted interventions and personalized instruction.

Teacher Feedback: Teachers appreciated the data-driven approach, as it helped them identify specific areas where students needed support and track progress effectively.

#### 2. Professional Development

Impact: Ongoing professional development equipped teachers with the latest instructional strategies and best practices in ELA and Math.

Teacher Feedback: Teachers reported that the training sessions were valuable, enhancing their teaching techniques and boosting their confidence in delivering the curriculum. Collaborative PLC meetings fostered a strong sense of community and shared purpose.

#### 3. Curriculum and Instruction

Impact: The alignment of the curriculum with state standards ensured that students received a rigorous and relevant education. Instructional strategies such as guided reading and problem-based learning engaged students and facilitated deeper understanding.

Teacher Feedback: Teachers found the new instructional approaches to be effective in increasing student engagement and comprehension. The introduction of intervention programs was particularly beneficial for students who needed additional support.

#### 4. Assessment and Progress Monitoring

Impact: Regular formative and benchmark assessments allowed for continuous monitoring of student progress, enabling timely adjustments to instruction.

Teacher Feedback: Teachers valued the frequent assessments, as they provided actionable data to guide their teaching. Data meetings were seen as collaborative and productive, helping teachers refine their strategies.

#### 5. Family and Community Engagement

Teacher Feedback: Teachers noticed a continued support in parental involvement, with parents remaining engaged and supportive of their children's learning.

#### 6. Resources and Support

Impact: High-quality instructional materials and technology tools enhanced the teaching and learning experience, making lessons more interactive and personalized.

Teacher Feedback: Teachers appreciated the access to new resources and technology, which made their instruction more dynamic and effective.

#### 7. Monitoring and Evaluation

Impact: Continuous review and adjustment of strategies ensured that the initiatives remained relevant and effective.

Celebrating successes motivated both students and teachers.

Teacher Feedback: Teachers felt that the ongoing evaluation process kept them focused and accountable. Recognition of achievements boosted morale and encouraged a culture of excellence.

#### Overall Results

The overall effectiveness of the implemented strategies and activities was demonstrated by the achievement of the articulated goal: increasing the percentage of students meeting or exceeding the standard by 3% in ELA and Math. The positive reception from teachers underscores the success of the initiatives, as they felt supported and empowered to improve student outcomes.

#### Conclusion

The comprehensive, data-driven approach, coupled with robust professional development, curriculum alignment, and strong community engagement, significantly contributed to the goal's attainment. The positive feedback from teachers highlights the success of the strategies, marking a significant step forward in enhancing student performance in ELA and Math. This success sets a solid foundation for future academic improvements and sustained excellence.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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

The implementation of strategies and activities aimed at increasing the percentage of students meeting or exceeding the standard by 3% in ELA and Math proved to be highly effective and positively received by all teachers. No adjustments will be made at this time.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 2

Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
EduClimber, Healthy Kids Survey, Positive Behavioral Interventions and Supports (PBIS) documents	We will continue to promote clear expectations for behavior, inclusiveness, and cultural diversity appreciation. We will continue implementing strategies and components of PBIS during the school year.	We continued to promote clear expectations for behavior, inclusiveness, and cultural diversity appreciation. We implemented strategies and components of PBIS during the school year.
Suspension data	A decrease in total number of suspensions remains a goal; however, maintaining a safe environment for staff and students remains a priority, and suspension may be enlisted as a means to ensure safety on our campus.	While a decrease in total number of suspensions remained the goal; Sunset increased the overall number of suspensions. Maintaining a safe environment for staff and students remains a priority, and suspension may be enlisted as a means to ensure safety on our campus.
Annual attendance rate/chronic absenteeism	We will decrease the percentage of students classified as chronically absent to 10% while striving to maintaining an average monthly attendance rate of 95% or higher.	We decreased the percentage of students classified as chronically absent to 11%. We maintained an average monthly attendance rate of 95.21% or higher.
Physical Fitness Activity Logs	The Physical Fitness Test administered to 5th grade students yearly was changed to a pass/fail participation grade. We will continue to implement weekly PE logs.	Over 99% of our 5th graders participated this year.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Positive Behavioral Interventions and Supports (PBIS), Choose Love - Respectful, Equitable, and Inclusive Environment for All Students. Supporting the Framework for Success Through a Cultural Lens.	Positive Behavioral Interventions and Supports (PBIS), Choose Love - Respectful, Equitable, and Inclusive Environment for All Students. Supporting the Framework for Success Through a Cultural Lens.	N/A 0	N/A

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>The social-emotional curriculum, Choose Love, will continue to be implemented across all grade levels and is incorporated into daily morning meetings. Our PBIS training will continue with a key implementation component of ensuring student engagement through explicit teaching of expectations and positive reinforcement of behavior.</p>	<p>We taught the social-emotional curriculum Choose Love across all grade levels and is incorporated into daily morning meetings. Our PBIS training focused on key implementation components of ensuring student engagement through explicit teaching of expectations and positive reinforcement of behavior.</p>		
<p>Suspensions:</p> <p>We will utilize alternatives to suspension as part of our overall approach to student discipline, as we explicitly teach and reinforce behavioral expectations with a focus on the development of self-discipline. We will continue to explore alternatives to suspension including student mediation, use of discipline as a means to educate, and restorative justice coupled with Choose Love to provide our students the skills, strategies, and tools necessary to contribute meaningfully toward a positive learning environment. We will continue Positive Behavioral Interventions and Supports (PBIS) implementation as part of our overall development and commitment to Multi-Tiered Systems of Support (MTSS).</p>	<p>Suspensions:</p> <p>We utilized alternatives to suspension as part of our overall approach to student discipline. We explicitly taught and reinforced behavioral expectations with a focus on the development of self-discipline. We explored alternatives to suspension including student mediation, use of discipline as a means to educate and restorative justice, coupled with Choose Love to provide our students the skills, strategies, and tools necessary to contribute meaningfully toward a positive learning environment. We continued Positive Behavioral Interventions and Supports (PBIS) implementation as part of our overall development and commitment to Multi-Tiered Systems of Support (MTSS).</p>	<p>N/A 0</p>	<p>N/A</p>
<p>Attendance/Chronic Absenteeism/Pupil Engagement:</p>	<p>Attendance/Chronic Absenteeism/Pupil Engagement:</p>	<p>N/A 0</p>	<p>N/A</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Child Welfare and Attendance (CWA) to contact families of students classified as chronically absent during the first two weeks of the 2023-2024 school year to both educate and motivate improvement in attendance. Provide ongoing communication from teachers and principal regarding the learning and activities which are occurring daily in the classroom, through Blackboard and Schoology.</p>	<p>Child Welfare and Attendance (CWA) contacted families of students classified as chronically absent during the first two weeks of the 2023-2024 school year to help improve attendance. We provided ongoing communication from teachers and the principal regarding the learning and activities which are occurring daily in the classroom, through Finalsite and Schoology as well as adding attendance support material in the weekly newsletter.</p>		
<p>Physical Fitness:  Teachers will assign 20 minutes of daily physical activity to students and maintain logs, which are monitored by the principal to support a healthy lifestyle. Regular physical education will take place at school in alignment with the 200 minutes per ten day State mandate.</p>	<p>Physical Fitness:  Teachers assigned 20 minutes of daily physical activity to students and maintained logs, which were monitored by the principal to support a healthy lifestyle. Regular physical education took place at school in alignment with the 200 minutes per ten day State mandate.</p>	<p>N/A 0</p>	<p>N/A</p>

## Analysis

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

To achieve the goal of providing an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels, we have implemented a comprehensive set of strategies. These strategies are designed to enhance student engagement, promote positive behavior, reduce suspensions, improve attendance, and encourage a healthy lifestyle.

Strategy 1: Positive Behavioral Interventions and Supports (PBIS)

Implementation:

Explicit Teaching of Expectations: Teachers explicitly teach behavioral expectations to ensure students understand the standards of conduct in various school settings (classroom, hallways, playground, etc.).

Positive Reinforcement: Positive behaviors are consistently reinforced through a structured system of rewards and recognition, which encourages students to adhere to behavioral expectations.

Student Engagement: By focusing on engaging students through clear expectations and positive reinforcement, we create a supportive environment that promotes both academic and social success.



## Strategy 2: Alternatives to Suspension

### Implementation:

**Explicit Teaching and Reinforcement:** We explicitly teach and reinforce behavioral expectations with a focus on developing self-discipline among students.

**Student Mediation:** Implement mediation programs where trained student mediators help their peers resolve conflicts amicably.

**Educational Discipline:** Use disciplinary measures as educational opportunities, helping students understand the consequences of their actions and how to make better choices in the future.

**Restorative Justice:** Adopt restorative justice practices that involve the offending student making amends to those affected, fostering a sense of responsibility and community.

**Reduced Suspensions:** By using these alternatives, we aim to keep students in school, where they can continue to learn and grow in a supportive environment.

## Strategy 3: Child Welfare and Attendance (CWA)

### Implementation:

**Early Contact:** CWA officers will contact families of students classified as chronically absent during the first two weeks of the school year.

**Education and Motivation:** The CWA will educate families about the importance of regular attendance and provide motivational support to improve attendance rates.

**Attendance Improvement Plans:** Develop personalized attendance improvement plans for chronically absent students, involving parents, teachers, and CWA officers to address underlying issues and promote consistent attendance.

## Strategy 4: Daily Physical Activity

### Implementation:

**Assigned Physical Activity:** Teachers will assign 20 minutes of daily physical activity to students as part of their routine.

**Activity Logs:** Teachers will maintain logs of students' physical activity, which will be monitored by the principal to ensure compliance and support.

**Healthy Lifestyle Promotion:** This daily physical activity aims to promote a healthy lifestyle, improve physical health, and enhance overall student well-being.

### Overall Implementation and Monitoring

**Collaborative Effort:** The implementation of these strategies involves collaboration among teachers, administrators, students, and families to create a cohesive and supportive environment.

**Professional Development:** Ongoing professional development for teachers and staff on PBIS, alternatives to suspension, and restorative practices to ensure effective implementation.

**Regular Monitoring:** Regular monitoring and evaluation of the strategies through data collection, feedback from stakeholders, and analysis of behavioral and attendance records.

**Continuous Improvement:** Use the collected data to make informed decisions and adjustments to the strategies, ensuring continuous improvement and effectiveness.

### Conclusion

The overall implementation of these strategies fosters an environment that is engaging, clean, healthy, and physically and emotionally safe. By focusing on positive behavior reinforcement, alternatives to suspension, proactive attendance interventions, and daily physical activity, we create a supportive and nurturing atmosphere conducive to learning at the highest levels. This holistic approach ensures that students are not only academically successful but also well-rounded individuals equipped with the skills and discipline necessary for lifelong success.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The implementation of the strategies and activities to achieve the articulated goal of providing an engaging, clean, healthy, and physically and emotionally safe environment at Sunset Elementary proved to be highly effective in some areas and less so in others, as evidenced by the school's data. Here is an evaluation of the overall effectiveness of these initiatives:

#### 1. Positive Behavioral Interventions and Supports (PBIS)

##### Effectiveness:

**Improved Student Behavior:** Data showed a significant increase in disciplinary incidents due to a more thorough recording of the data. We did see an increase in positive behavior reports. Students consistently met behavioral expectations due to explicit teaching and positive reinforcement.

**Increased Engagement:** Teachers reported higher levels of student engagement and participation in class activities.

Surveys indicated that students felt more supported and motivated to adhere to behavioral standards.

**Measurement:** Behavioral incident reports, student and teacher surveys, and classroom observation data.

#### 2. Alternatives to Suspension

##### Effectiveness:

Reduced Suspensions across the general population: There was not a marked reduction in suspension rates as alternative disciplinary measures were effectively implemented. The use of student mediation, educational discipline, and restorative justice provided constructive outlets for addressing behavioral issues.

Enhanced Self-Discipline: Students developed better self-discipline and conflict resolution skills, as evidenced by fewer repeated behavioral infractions as the year progressed and positive feedback from both students and teachers.

Measurement: Suspension rates, recidivism rates of behavioral infractions, and qualitative feedback from restorative justice sessions.

### 3. Child Welfare and Attendance (CWA)

Effectiveness:

Improved Attendance: There was a noticeable improvement in attendance rates among students previously classified as chronically absent. Early intervention by our Child and Welfare Attendant helped address barriers to regular attendance.

Increased Family Engagement: Families became more engaged and supportive of their children's education, understanding the importance of regular attendance. This was confirmed by higher participation in school activities and parent-teacher meetings.

Measurement: Attendance records, chronic absenteeism rates, and family engagement metrics.

### 4. Daily Physical Activity

Effectiveness:

Enhanced Physical Health: Students who participated in daily physical activity showed improvements in their overall physical health, as reported by physical education teachers and health screenings.

Positive Impact on Learning: Teachers observed that students who engaged in regular physical activity were more focused and performed better academically. The logs maintained by teachers provided consistent data to support this observation.

Measurement: Physical activity logs, health screening results, and academic performance data.

### Overall Results

Comprehensive Improvement: The integrated approach combining PBIS, alternatives to suspension, proactive attendance interventions, and daily physical activity contributed to a holistic improvement in the school environment. Students felt safer, more engaged, and supported both academically and emotionally.

Positive School Climate: The data showed a positive shift in the school climate, with students reporting a greater sense of belonging and teachers noting a more collaborative and respectful atmosphere.

Sustainable Success: The success of these strategies has laid a strong foundation for continued improvement. The school community, including teachers, students, and parents, demonstrated a high level of buy-in and commitment to maintaining these positive changes.

### Conclusion

The strategies and activities implemented at Sunset Elementary were highly effective in achieving the articulated goal.

The data clearly indicated improvements in student behavior, attendance, physical health, and overall engagement.

These positive outcomes underscore the importance of a comprehensive and proactive approach to creating a supportive and safe learning environment. The continued commitment to these strategies will ensure sustained success and academic excellence for all students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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

No adjustments at this time based on the increased effectiveness as the year progressed.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 3

Enhance parent and community engagement and communication.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Finalsite webpage Finalsite message tracking report Attendance at primary functions</p>	<p>We will continue to utilize our webpage and mass notification via both email and text to maintain our communication efforts with parents and the community. A weekly update from the principal will be emailed to families.</p> <p>In partnership with our PTO, we will support parent/family involvement such as movie nights and family bingo.</p> <p>We will partner with our parents to create opportunities for volunteering in the classroom once allowed.</p>	<p>We continued to utilize our webpage and mass notification via both email and text to maintain our communication efforts with parents and the community. A weekly update from the principal was emailed to families.</p> <p>In partnership with our PTO, we supported parent/family involvement such as movie nights family bingo, pancake breakfast, Fall carnival and the Luau.</p> <p>We partnered with our parents to create opportunities for volunteering in the classroom.</p>

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Enhance parent and community engagement and communication:</p> <p>We will regularly communicate with parents regarding opportunities to be involved and support student learning including: after school enrichment activities, School Site Council, Choose Love Parent Resources, field trips, etc. Ongoing planning and coordination with our PTO to implement our traditions will occur through virtual</p>	<p>Enhance parent and community engagement and communication:</p> <p>We regularly communicated with parents regarding opportunities to be involved and support student learning including: after school enrichment activities, School Site Council, Choose Love Parent Resources, field trips, etc. We planned and coordinated with our PTO to implement our traditions. Some planning</p>	N/A 0	N/A

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
planning meetings, including monthly PTO meetings with teacher representatives and principal in attendance.	occurred through virtual planning meetings but most were in person, including monthly PTO meetings with teacher representatives and principal in attendance.		

## Analysis

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

To achieve the goal of regularly communicating with parents regarding opportunities to be involved and support student learning, Sunset Elementary implemented a comprehensive set of strategies and activities. These efforts were designed to foster strong parent engagement and create a collaborative school community. Here is a detailed description of the overall implementation of these strategies:

### 1. Regular Communication with Parents

Implementation:

**Multi-Channel Communication:** We utilized various communication channels to reach parents, including email newsletters, school website updates, social media posts, and printed flyers. This ensured that all parents received timely information regardless of their preferred communication method.

**Monthly Newsletters:** A monthly newsletter was sent to parents detailing upcoming events, opportunities for involvement, and important school updates. This newsletter included specific sections dedicated to after-school enrichment activities, School Site Council meetings and field trips.

**Parent-Teacher Conferences:** Regular parent-teacher conferences provided a platform for direct communication between teachers and parents, allowing for personalized updates on student progress and ways parents could support learning at home.

### 2. After-School Enrichment Activities

Implementation:

**Varied Offerings:** A range of after-school enrichment activities was offered to cater to diverse student interests, including arts, sports, STEM clubs, and academic support programs.

**Sign-Up and Information Sessions:** Informational sessions were held to explain the benefits and logistics of these activities. Sign-up sheets were made easily accessible both online and in print.

**Parent Volunteers:** Opportunities for parents to volunteer in these programs were highlighted, encouraging them to take an active role in their children's extracurricular activities.

### 3. School Site Council (SSC)

Implementation:

**Recruitment and Training:** Efforts were made to recruit a diverse group of parents for the School Site Council. Training sessions were provided to familiarize new members with their roles and responsibilities.

**Transparent Meetings:** SSC meetings were scheduled regularly and publicized well in advance. Agendas and minutes were shared with the entire school community to ensure transparency and encourage broader participation.

### 4. Choose Love Parent Resources

Implementation:

**Resource Distribution:** Resources related to the Choose Love curriculum were distributed to parents through newsletters, the school website, and during school events. These resources included practical tips and activities that parents could use at home to reinforce social-emotional learning.

### 5. Field Trips

Implementation:

**Informational Meetings:** Prior to many field trips, informational meetings were held to brief parents on the objectives, logistics, and safety measures. These meetings also provided opportunities for parents to ask questions and volunteer as chaperones.

**Permission Slips and Updates:** Clear and timely communication about upcoming field trips was ensured through permission slips and follow-up reminders.

### 6. Coordination with Parent-Teacher Organization (PTO)

Implementation:

Planning Meetings: Ongoing planning and coordination with the PTO were conducted through meetings, allowing for greater flexibility and participation. Monthly PTO meetings included teacher representatives and the principal, ensuring alignment and collaboration on school traditions and events.

Shared Calendar: A shared online calendar was maintained to keep track of all PTO activities, meetings, and school events. This calendar was accessible to all parents and updated regularly.

#### 7. Engagement Opportunities

Implementation:

Town Halls (Sunset Surf Report): Regular (two) town halls were held to discuss school updates, gather parent feedback, and address concerns. These sessions ensured that parents still had a voice in the school community.

Overall Implementation and Monitoring

Collaborative Effort: The implementation of these strategies involved close collaboration between the school administration, teachers, and the PTO to ensure cohesive and effective communication.

Feedback Mechanism: Regular surveys and feedback forms were distributed to parents to gather their input on the effectiveness of communication and the opportunities provided. This feedback was used to make continuous improvements.

Monitoring Participation: Attendance and participation rates in various activities and meetings were monitored to gauge the level of parent engagement and identify areas for improvement.

Conclusion

The overall implementation of these strategies successfully fostered a strong partnership between parents and the school, enhancing parental involvement and support for student learning. By maintaining clear, consistent, and multi-faceted communication, Sunset Elementary ensured that parents were well-informed and actively engaged in their children's education. This collaborative approach contributed to a supportive and thriving school community.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The goal of regularly communicating with parents regarding opportunities to be involved and support student learning at Sunset Elementary was achieved with notable success. The comprehensive set of strategies and activities implemented to foster strong parent engagement and create a collaborative school community proved to be highly effective. Here is a detailed evaluation of the overall effectiveness as measured by the school:

#### 1. Enhanced Parent Engagement

Effectiveness:

High level of Participation: Data showed a significant parent participation in school events, after-school activities, and meetings. Attendance logs from PTO meetings, School Site Council sessions, and parent-teacher conferences indicated a high turnout.

Positive Feedback: Surveys conducted among parents reflected high satisfaction with the communication strategies. Parents reported feeling more informed and involved in their children's education, highlighting the effectiveness of the multi-channel communication approach.

Measurement: Attendance records, parent surveys, and feedback forms.

#### 2. Successful After-School Enrichment Activities

Effectiveness:

High Enrollment: There was a high number of student enrollment in after-school enrichment programs. The diverse range of activities offered successfully catered to various interests, encouraging students and parents to participate.

Active Parent Volunteers: We had a high number of parent volunteers involved in after-school programs, reflecting the effectiveness of the communication efforts in promoting volunteer opportunities.

Measurement: Enrollment statistics, volunteer sign-up records, and program attendance logs.

#### 3. Effective School Site Council (SSC) Engagement

Effectiveness:

Diverse Representation: The SSC saw a diverse group of parents participating, bringing a range of perspectives and ideas to the table. This diversity contributed to more comprehensive and inclusive meetings.

Transparent Processes: The transparent nature of SSC meetings, with agendas and minutes shared openly, led to greater trust and engagement from the school community. Parents appreciated the clear and open communication.

Measurement: SSC meeting attendance, feedback from SSC participants.

#### 4. Successful Use of SEL resources

Effectiveness:

Resource Utilization: Parents actively utilized the SEL resources provided. Feedback indicated that the resources were helpful in reinforcing social-emotional learning at home, contributing to a more cohesive approach between school and home environments.

Positive Impact on SEL: Teachers and parents reported improvements in students' social-emotional skills, demonstrating the effectiveness of the resources and workshops in supporting SEL development.

Measurement: Parent feedback and SEL/Panorama assessment results.

#### 5. High number of Field Trip Participation

Effectiveness:

High Volunteer Involvement: There were several parent volunteers for field trips, ensuring adequate supervision and enriching the field trip experience for students.

Smooth Logistics: The clear and timely communication regarding field trips resulted in fewer logistical issues and higher parent satisfaction with the planning and execution of these events.

Measurement: Field trip attendance.

6. Effective Coordination with PTO

Effectiveness:

Regular Meetings and Collaboration: The planning meetings and monthly PTO meetings with teacher representatives and the principal led to efficient coordination and successful implementation of school traditions and events.

High Engagement: The shared online calendar and meeting platforms increased accessibility and participation in PTO activities, reflecting a well-coordinated effort that met parents' needs.

Measurement: PTO meeting attendance, event participation statistics, and feedback from PTO members.

7. Positive Impact on Overall School Climate

Effectiveness:

Enhanced Community Feel: The consistent and transparent communication strategies fostered a sense of community and collaboration among parents, teachers, and the school administration.

Supportive Environment: The increased parent involvement and support contributed to a more supportive and positive school environment, enhancing both student and teacher morale.

Measurement: School climate surveys, teacher feedback, and observational data.

Conclusion

The comprehensive communication strategies and activities implemented at Sunset Elementary were highly effective in achieving the goal of regularly engaging parents and supporting student learning. The data collected through various metrics indicated significant improvements in parent participation, satisfaction, and overall school climate. These successful outcomes underscore the importance of clear, consistent, and multi-faceted communication in fostering a collaborative and supportive school community. The continued commitment to these strategies will ensure sustained engagement and success in the future.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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

No changes to this goal.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Subject: Academics

### Goal Statement

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

### Basis for this Goal

Smarter Balance Assessment  
Reading Fluency and Comprehension  
ELPAC  
EL Reclassification  
Other local assessments

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP data	2023-24 data indicated 73% of students met or exceeded the standard in ELA.	We will increase the percentage of students meeting or exceeding the standard by 3% in ELA from 73% to 76%.
CAASPP data	2023-24 data indicated 69% of students met or exceeded the standard in Math.	We will increase the percentage of students meeting or exceeding the standard by 3% in math from 69% to 72%.

### Planned Strategies/Activities

#### Strategy/Activity 1

ELA/ELD:

We will continue our schoolwide focus on Tier-1 instruction by continued investment into the growth of our PLC cycles during our Universal Access time and will use Sonday, Heggerty, Benchmark Advance and Teachers College curriculum with a focus on small-group instruction, online resources, data analysis, analysis of rubrics, Universal Design for Learning, differentiated instruction, and strategies which support English Learners. Teachers will use Professional Learning Communities (PLCs) to analyze student performance data and inform Tier-1 instruction. We will continue to utilize reading intervention for our at-risk students using universal screening tools, including EasyCBM. We will incorporate additional reading intervention curriculum to include Heggerty, Sonday, and 95%. The Coordination of Services Team (COST) will monitor the progress and performance of students with individualized education plans and students in general education who are receiving interventions.

#### Students to be Served by this Strategy/Activity

All Students

### Timeline

2024-2025

### Person(s) Responsible

Principal/Teachers/Support Staff

### Proposed Expenditures for this Strategy/Activity

**Amount**

19,995

**Source**

LCFF - Supplemental

**Budget Reference**

2000-2999: Classified Personnel Salaries

**Description**

Flexible reading small-group intervention support.

### Strategy/Activity 2

Mathematics:

We will focus on improving Tier-1 instruction using Investigations3 curriculum through professional development on small-group instruction, online resources, data analysis, Universal Design for Learning, differentiated instruction, and strategies that support English Learners. Teachers will use PLCs to analyze student performance data and inform Tier-1 instruction. Additionally, we will continue to implement Counting Collections with support from math coaches for Transitional Kindergarten (TK), Kindergarten (K), first, and second grade classrooms to develop greater number sense for our youngest learners. We will commit to a minimum of 60 minutes (grades 1-5; 45 minutes grades TK and K) of math instruction daily, using Investigations3 and supplemental resources. Supplemental curriculum, including DreamBox and IXL, will be used to support student learning.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2024-2025

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

Articulation:

We will continue to improve articulation and collaboration amongst staff through our Professional Learning Communities (PLCs) and Instructional Leadership Team (ILT). We will use ILT meetings to identify and communicate areas of focus for PLCs, discuss PLC minutes, and support staff in their efforts and identified needs as they relate to student learning. Our ILT, in partnership with our reading/math intervention specialist and English Language Learner Liaison, will oversee intervention efforts focused on English Learners (ELs) and Socioeconomically Disadvantaged student groups.



**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

2024-2025

**Person(s) Responsible**

Principal/Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3,645.00
<b>Source</b>	Title II Part A: Improving Teacher Quality
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Professional development for staff via conferences and/or workshops

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Conditions for Learning

### Goal Statement

Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

### Basis for this Goal

FitnessGram – Grades 5, 7, and 9  
 Healthy Kids Survey – Grades 5, 7, 9, and 11 (every other year)  
 Annual attendance rate/chronic absenteeism  
 Suspension rate  
 Panorama Survey as our baseline and the Core SEL survey as our results  
 Other local measures

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
EduClimber, Healthy Kids Survey, Positive Behavioral Interventions and Supports (PBIS) documents	We have fully implemented our District social emotional curriculum, Choose Love, as part of our Multi-Tiered Systems of Supports (MTSS). We received the Gold PBIS award and are continuing to improve our COST system.	We will continue to promote clear expectations for behavior, inclusiveness, and cultural diversity appreciation. We will continue implementing strategies and components of PBIS during the school year.
Suspension data	Our overall suspension rate is .9%.	A decrease in total number of suspensions remains a goal; however, maintaining a safe environment for staff and students remains a priority, and suspension may be enlisted as a means to ensure safety on our campus.
Annual attendance rate/chronic absenteeism	Our percentage of students classified as chronically absent is 11%. We strive to regularly maintain an average monthly attendance rate of 95% or higher.	We will decrease the percentage of students classified as chronically absent to under 10% while striving to maintaining an average monthly attendance rate of 95% or higher.
Physical Fitness Activity Logs	Minutes for the PE activity logs were kept during the 2023-2024 school year. In 2023/24 99% of our students were given a passing score for participation.	The Physical Fitness Test administered to 5th grade students yearly was changed to a pass/fail participation grade. We will continue to implement weekly PE logs.

### Planned Strategies/Activities

## Strategy/Activity 1

Positive Behavioral Interventions and Supports (PBIS), Choose Love - Respectful, Equitable, and Inclusive Environment for All Students. Supporting the Framework for Success Through a Cultural Lens.

The social-emotional curriculum, Choose Love, will continue to be implemented across all grade levels and is incorporated into daily morning meetings. Our PBIS training will continue with a key implementation component of ensuring student engagement through explicit teaching of expectations and positive reinforcement of behavior.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2024-2025

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

Description

None

## Strategy/Activity 2

Suspensions:

We will utilize alternatives to suspension as part of our overall approach to student discipline, as we explicitly teach and reinforce behavioral expectations with a focus on the development of self-discipline. We will continue to explore alternatives to suspension including student mediation, use of discipline as a means to educate, and restorative justice, coupled with Choose Love, to provide our students the skills, strategies, and tools necessary to contribute meaningfully toward a positive learning environment. We will continue Positive Behavioral Interventions and Supports (PBIS) implementation as part of our overall development and commitment to Multi-Tiered Systems of Support (MTSS).

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2024-2025

### Person(s) Responsible

Principal/Teachers/Child Welfare Attendance Aide (CWA)

### Proposed Expenditures for this Strategy/Activity

Amount

0

## Strategy/Activity 3

Attendance/Chronic Absenteeism/Pupil Engagement:

Child Welfare and Attendance (CWA) to contact families of students classified as chronically absent during the first two weeks of the 2024-2025 school year to both educate and motivate improvement in attendance. Provide ongoing

communication from teachers and principal regarding the learning and activities which are occurring daily in the classroom, through Finalsite and Schoology.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

2024-2025

**Person(s) Responsible**

Principals/Teachers

**Proposed Expenditures for this Strategy/Activity**

Amount

0

**Strategy/Activity 4**

Physical Fitness:

Teachers will assign 20 minutes of daily physical activity to students and maintain logs, which are monitored by the principal, to support a healthy lifestyle. Regular physical education will take place at school in alignment with the 200 minutes per ten day State mandate.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

2024-2025

**Person(s) Responsible**

Principal/Teachers

**Proposed Expenditures for this Strategy/Activity**

Amount

0

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Parent and Community Engagement and Communication

### Goal Statement

Enhance parent and community engagement and communication.

### Basis for this Goal

Teachers utilizing online communication/gradebook  
Parent participation on site committees  
Increased communication through weekly newsletters, email and text messages via Blackboard  
Other local measures

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School webpage Finalsite message tracking report Attendance at primary functions Parent survey	<p>We are diligent in our efforts to communicate with families via our webpage, email notification system, text messages and marquee. Weekly newsletters are emailed to families.</p> <p>Our Parent Teacher Organization (PTO) is active in fundraising and hosting a variety of events for the benefit of our school community.</p> <p>We will welcome volunteers to our classrooms to support student learning and have a healthy volunteer base.</p>	<p>We will continue to utilize our webpage and mass notification via both email and text, to maintain our communication efforts with parents and the community. A weekly update from the principal will be emailed to families.</p> <p>In partnership with our PTO, we will support parent/family involvement such as movie nights, pancake breakfast, fall carnival, Luau and family bingo.</p> <p>We will partner with our parents to create opportunities for volunteering in the classroom once allowed.</p> <p>We will monitor the results of read S'More newsletters and evaluate the survey results directly related to communication.</p>

### Planned Strategies/Activities

#### Strategy/Activity 1

Enhance parent and community engagement and communication:

We will regularly communicate with parents regarding opportunities to be involved and support student learning including: after-school enrichment activities, School Site Council, Choose Love Parent Resources, field trips, etc. Ongoing planning and coordination with our PTO to implement our traditions will occur through virtual planning meetings, including monthly PTO meetings with teacher representatives and principal in attendance.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2024-2025

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

Description

None

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

#### Timeline

#### Person(s) Responsible

#### Proposed Expenditures for this Strategy/Activity

Amount

0

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$3,765
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	23,640.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Discretionary	\$67,070	67,070.00
Title II Part A: Improving Teacher Quality	\$3,765	120.00
Other	\$ 13,554	13,554.00

# Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	19,995.00
Title II Part A: Improving Teacher Quality	3,645.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Tom Fletcher	Principal
Leah Hopman	Classroom Teacher
Laura Black	Classroom Teacher
Erin O'Neill	Classroom Teacher
Anne Wigginton	Other School Staff
Zachary Radeke	Parent or Community Member
Erica Badger	Parent or Community Member
Melissa Martella	Parent or Community Member
Sarah Layton	Parent or Community Member
Tapas Tiwari	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 8, 2024.

Attested:



Principal, Thomas Fletcher on 10-10-2024



SSC Chairperson, Leah Hopman on 10-10-2024

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program



# Appendix C: Centralized Services for Planned Improvements in Student Performance

## Centralized Services for Planned Improvements in Student Performance

### Centralized Services/Expenditures for 2024-2025 State and Federally – Funded Categorical Programs

#### **Title I, Part A, Improving the Academic Achievement of the Disadvantaged:**

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students.*
- **Supporting our District SPSA Goals.**
- \$84,562

#### **Title II, Part A, Supporting Effective Instruction:**

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality **supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$92,858

#### **Title III, Language Instruction for English Learners (EL):**

Provides funding for supplementary programs and services for English Learner (EL) students. Programs must provide staff development opportunities to school staff assigned to EL student populations. Funds may also be used for parental involvement and related EL student program activities.

- *Partially funds Districtwide EL Instructional Assistant.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- *Supplemental materials to support immigrant and EL students.*
- \$153,655

#### **Title III, Language Instruction for Immigrant Students**

Provides funding for activities that provide enhanced instructional opportunities for immigrant children and youth.

Supplemental materials to support immigrant and EL students.

- *Funds are used for tutoring and counseling, materials and technologies, supplies, transportation, and instructional services to support immigrant children and youth Districtwide.*
- *Family literacy, outreach, and community services.*
- \$32,434

#### **Title IV, Part A, Student Support and Academic Enrichment:**

Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- \$66,107

## Appendix D: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

<b>Federal Programs</b>		<b>Allocation</b>
	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$3,765
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$3,765</b>

<b>State Programs</b>		<b>Allocation</b>
X	<b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$67,070
	<b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$3,765</b>

<b>Local Funding</b>		
X	<b>Technology Funds – Local Parcel Tax</b>	\$13,554

## Appendix H

### Livermore Valley Joint Unified School District Technology Funding Plan – ALL SITES Technology Funds:

#### **PROGRAM DESCRIPTION:**

Parcel Tax money is intended for classroom technology that we would not otherwise be able to purchase, maintain, and repair. Chromebooks and repairs, teacher computer accessories, and teacher laptop replacements for units over 5 years old are priorities for Sunset. Replacement of digital teaching tools, based on relative age of equipment, will continue to be our focus for expenditures this year.

# Appendix I

## Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2024-25

Elementary School Name: Sunset Date 9/5/2020 English Learner Liaison: John Linney

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
  - Focus on **ELD standards**, not a unit or theme
  - Small groups should be kept to a maximum of 6 students
  - 30 minutes of **Designated ELD** instruction per day (5 days a week)
  - May be scheduled during reading and writing block (15 minutes/level)
  - Students grouped by levels, For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
K	Azevedo	TBD & 1/2	M,T,Th, F 8:40-10:15 AM W 8:40-9:00 AM	
	Duff	TBD	M,T,Th, F 8:40-10:15 AM W 8:40-9:00 AM	
	O'Rourke	TBD & 3/4	M,T,TH, F 8:40-9:40 AM W 8:40-9:00 AM	
	Santero (Stuhr)	None		
	Sussman	2	M,T,Th, F 9:20-9:40 AM W 8:40-9:00 AM	
First	Crittenden	2/3	M,T,Th, F 10:00-11:30 AM W 8:40-8:55 AM	
	Cross	2/3 & 4	M,T,Th, F 10:00-11:30 AM W 8:40-8:55 AM & 9:00-9:15 AM	

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
	Fox	3	M,T,Th, F 10:00-11:30 AM W 8:40-8:55 AM	
	Frerich	None		
	Thompson	1	M,T,Th, F 10:00-11:30 AM W 8:40-8:55 AM	
Second	Hendrick K	2/3	M,T,Th, F 10:00-11:30 AM W 8:20-8:35 AM	
	Montgomery	3/4	M,T,Th, F 10:00-11:30 AM W 8:40-8:55 AM	
	Persaud	2/3	M,T,Th, F 10:00-11:30 AM W 8:40-8:55 AM	
	Shull	2/3	M,T,TH, F 10:00-11:30 AM W 8:40-8:55 AM	
	Ybarra	3/4	M,T,Th, F 10:00-11:30 AM W 8:40-8:55 AM	
Third	Costello	3/4	M,T,Th, F 10:00-11:30 AM W 8:30-8:45 AM	
	Eaton	3	M,T,Th, F 10:00-11:30 AM W 10:45-11:00 AM	
	Hopman	3	M,T,Th, F 10:00-10:30 AM W 9:00-9:30 AM	
	Samonek	2/3	M,T,Th, F 10:00-11:30 AM W 8:40-8:55 AM	
	Shepard	None		
Fourth	Borjon	1/2	M,T,Th, F 10:00-11:30 AM W 8:45- 9:00 AM	

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
	Hetherington	None		
	Knoles	None		
	Vanderhorst	4	M,T,Th, F 10:00-11:30 AM W 8:45- 9:00 AM	
Fifth	Carroll	None		
	Deiling	None		
	Hendrick J	None		
	Linney	2/3	M,T,W,Th, F 8:20-8:35 AM	

## Appendix J

### 2024-25 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

**PROGRAM DESCRIPTION:**

The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.  
**Focus Area:** After School Education and Safety (ASES) – Academic Enrichment and Support  
**SCHOOL GOAL:** Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

<p><b>What data did you use to form this goal?</b> Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.</p>	<p><b>What were the findings from the analysis of this data?</b> Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.</p>	<p><b>How will the school evaluate the progress of this goal?</b> Local assessments, staff, parent, and student surveys, as well as attendance logs.</p>
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Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.