San Ysidro
School District · EST · 1887
QUALITY EDUCATION AND OPPORTUNITY FOR ALL STUDENTS TO SUCCEED

School Plan for Student Achievement for the 2020-21 School Year

Sunset Elementary School

Board Item: 17C.1

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunset Elementary School	37-68379-6093264	November 19, 2020	December 14, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Based on previous assessment data such as state assessments (i.e. CAASPP/SBAC) and district assessments (i.e. District benchmarks in English Language Arts and Math), staff, parents and community members determined goals that promote continuous improvement that will help improve teaching and learning at Sunset Elementary School. Our plan includes research-based strategies to support academic achievement such as Whole group standards instruction /small group targeted instruction, differentiated instruction for English Learners and Students with Disabilities. The school will closely be monitoring RFEPs and LTELs to make sure re-designation criteria is followed.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Teacher, parent and student feedback was solicited through meetings ELAC, School Site Council, parent-principal meetings, and staff meetings) where stakeholders provided input on how to improve programs and overall learning for all student. Surveys for parent and students were conducted during distance learning to determine areas of need. Parents and teachers requested more support for students who remain in the intensive phase in reading and math, according to teacher observations, STAR assessment results and formative unit assessments. Parents also requested parenting classes that focused on strategies to support them during distance learning.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Sunset Elementary has a long standing tradition of high expectations for teaching and learning. The Principal has to be at the forefront of instructional changes with CCSS and have expectations of great teaching. During COVID-19 school closures, observations were conducted virtually. The Principal spends the majority of the work day in classroom, coaching teachers and making sure that the teaching is rigorous, standards-based and engaging. The evidence gathered from these classroom visits were the following:

- Classroom management strategies are effectively used school wide. (Focused on engagement and participation during distance learning).

- English Learners are receiving academic vocabulary and scaffolding of instruction to meet their language needs.

- Teachers are refining their practice of using collaborative structures which allow students to be more engaged in the learning goals and participate more fully in the lesson.

- Technology use is mostly facilitated by the teacher. All 2nd-6th grade classes use technology effectively to support CCSS instruction.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP, common formative assessments and Renaissance STAR data used to determine student groups, grade levels and specific instructional needs of students. At the beginning of the school year, ELPAC data will be used to create groups for designated ELD time and provide differentiated English language instruction for all English learners.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Sunset Elementary students will show growth in their mastery of the CCSS in Language Arts and Math, as evidenced by the CAASPP and grade level formative assessments. This data will be used during grade level data reflection meetings. The purpose of these meetings is for teachers to collaborate to make modifications to instructional practices to meet the academic needs of all students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Sunset are highly qualified, as defined by ESSA: at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic area taught.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have access to instructional materials training on SBE-adopted instructional materials and supplemental materials for CCSS instruction.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development for all K-6 teachers was conducted in English Language Development instruction, using KAGAN collaborative strategies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District Resource Teachers will assist teachers in the implementation of CCSS- aligned instructional practices using modeling lessons for teachers and following the English Learner Roadmap.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers participate in grade level meetings twice a month to plan instruction. Each grade-level will meet after each Unit assessment in Language Arts and Math to analyze data and determine areas of need for students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers meet in Data Reflection Sessions to target English language instruction within the CCSS instructional framework, using Benchmark English Language Arts adopted program.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All K-6 students will receive the appropriate instructional minutes for reading/language arts and mathematics. Teachers will turn in Unit outlines that describe the standards and instructional strategies to be used.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are currently using the pacing schedule for CCSS-aligned common assessments and incorporate instructional time to provide intervention for struggling students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers have access to SBE-adopted instructional materials. The SPSA includes supplemental materials in English Language Arts and Math that will be used to meet the specific needs of English Learners.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers are currently using SBE-adopted Language Arts (Benchmark Advance) and Math (McGraw-Hill My Math) materials. Standards-aligned intervention materials include the following: SIPPS, William Sadlier-Vocablary Workshop, Curriculum Associates-Ready Common Core Grades 3rd-6th.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers analyze common assessment data for each unit during their grade level reflection meeting to determine which students are not performing at benchmark. They collaborate with their team and make appropriate decisions about instructional strategies and California common core standards-based materials that will be used with their students. Before school and after school intervention groups are taught by credentialed teachers to assist student who are not meeting benchmarks and improve student outcomes, as stated in the ESSA requirements for Title 1 Schools.

Evidence-based educational practices to raise student achievement

At Sunset, the principal works closely with teachers to support the use of research-based instructional strategies (explicit vocabulary instruction, direct instruction, small group-instruction, and Specifically Designed Academic Instruction in English (SDAIE). All classrooms teachers were trained last school year in Kagan Collaborative Structures for English Learners which uses the following language acquisition components : greater comprehensible input, negotiation of meaning, lowered affective filter, and greater language use.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are given information about resources available to assist them during monthly parent-principal meetings. Parents have the opportunity to participate in parent advisory groups (DELAC, ELAC, School Site Council, District Advisory Committee). They are also encouraged to assist the school by volunteering in classrooms and participating in PTA activities. Sunset parents participated in PIQE parent education classes which were held once a week for 10 weeks and Dr. Villareal's parenting classes for 8-week sessions. These trainings encouraged parents to take an active role in their child's education through collaborating with teachers, creating a home learning environment and supporting their child's emotional development.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent and community input was solicited through interviews and parent meetings. The input from teachers and other support staff was solicited through teacher staff meeting and teacher work groups.

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 1 funds provide the funding to assist underperforming students in their mastery of the California Common Core State standards. The SPSA includes expenditures that provide teacher professional development in Reading and Math. It also specifically provides teachers ELA and ELD planning time to target the specific needs of our English learners and students with disabilities. Intervention Support Teachers are included in the SPSA to provide reading and math support to students and provide ESSA-aligned interventions to students who are struggling academically. The SPSA also includes supplemental instructional materials used by students that follow the state guidelines.

Fiscal support (EPC)

Sunset receives additional fiscal support from Educational Services for teacher professional development and supplemental materials.

Stakeholder 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

Stakeholder feedback was solicited through School Site Council (SSC) meetings, English Language Advisory Committee (ELAC) meetings, parent-principal meetings, and staff meetings, where stakeholders provided input on how to improve school programs and overall learning for all students. This following feedback was used in the development of the SPSA: Parents would like to receive more support for distance learning through parenting classes. Parents and teachers requested more support for students who remain in the intensive phase in reading and math, according to formative unit assessments and STAR reading levels. The Principal met with each grade level to discuss student performance data and areas of need for struggling students. In our end of year staff meeting, we discussed actions steps that could be used to assist the school with improving student achievement. During our School Site Council and Parent-Principal monthly meetings SPSA goals were reviewed and feedback obtained to update these goals. The involvement process included teachers, and parents/community members.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Parents of GATE-identified students requested activities that would meet the needs of students. As part of the differentiation activities for GATE students, College for Kids Program was offered to them at Southwestern Community College.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.14%	0.6%	0.46%	1	4	3
Asian	0.14%	%	0%	1		0
Filipino	0.14%	%	0.15%	1		1
Hispanic/Latino	99.17%	99.4%	99.08%	717	668	643
Pacific Islander	%	%	0%			0
White	0.14%	%	0%	1		0
Multiple/No Response	%	%	0.31%			0
			Total Enrollment	723	672	649

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	92	74	67
Grade 1	100	98	77
Grade 2	91	94	98
Grade3	99	87	92
Grade 4	117	98	94
Grade 5	103	113	101
Grade 6	121	108	120
Total Enrollment	723	672	649

Conclusions based on this data:

1. Sunset Elementary School has a significant Hispanic population of 99.17%.

2. Our 2018-19 student population is 660 students.

3. 2018-19 student enrollment decreased by 54 students from 2017-18.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	556	524	506	76.9%	78.0%	78.0%
Fluent English Proficient (FEP)	114	87	85	15.8%	12.9%	13.1%
Reclassified Fluent English Proficient (RFEP)	43	25	44	7.3%	4.5%	8.4%

Conclusions based on this data:

1. The percentage of English Learners went up by 1.2% from 2016-17 to 2017-18.

2. The percentage of Fluent English Proficient students stayed the same.

3. The percentage of Reclassified Fluent English Proficient (RFEP) went down by 2.1% from 2016-17 to 2017-18.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	123	99	92	112	91	87	112	91	87	91.1	91.9	94.6
Grade 4	115	117	100	109	112	95	109	112	95	94.8	95.7	95
Grade 5	134	107	120	131	99	116	131	99	116	97.8	92.5	96.7
Grade 6	139	126	110	134	122	107	134	122	107	96.4	96.8	97.3
All Grades	511	449	422	486	424	405	486	424	405	95.1	94.4	96

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2403.	2390.	2368.	14.29	16.48	13.79	20.54	20.88	12.64	33.04	25.27	22.99	32.14	37.36	50.57
Grade 4	2416.	2425.	2427.	14.68	10.71	23.16	16.51	16.96	13.68	19.27	29.46	11.58	49.54	42.86	51.58
Grade 5	2460.	2478.	2461.	15.27	20.20	11.21	20.61	26.26	24.14	18.32	14.14	18.97	45.80	39.39	45.69
Grade 6	2500.	2502.	2516.	11.19	12.30	24.30	23.13	25.41	22.43	36.57	31.97	20.56	29.10	30.33	32.71
All Grades	N/A	N/A	N/A	13.79	14.62	18.02	20.37	22.41	18.77	26.95	25.71	18.52	38.89	37.26	44.69

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.07	19.78	18.39	45.54	40.66	34.48	38.39	39.56	47.13
Grade 4	15.60	11.61	21.05	34.86	50.89	33.68	49.54	37.50	45.26
Grade 5	15.27	23.23	12.07	41.22	38.38	44.83	43.51	38.38	43.10
Grade 6	15.67	15.57	28.97	45.52	43.44	38.32	38.81	40.98	32.71
All Grades	15.64	17.22	20.00	41.98	43.63	38.27	42.39	39.15	41.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.54	14.29	4.60	39.29	42.86	31.03	40.18	42.86	64.37
Grade 4	11.01	12.50	16.84	42.20	43.75	40.00	46.79	43.75	43.16
Grade 5	18.32	23.23	13.79	41.98	35.35	48.28	39.69	41.41	37.93
Grade 6	14.93	17.21	22.43	44.78	46.72	38.32	40.30	36.07	39.25
All Grades	16.26	16.75	14.81	42.18	42.45	40.00	41.56	40.80	45.19

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.29	14.29	13.79	66.96	59.34	56.32	18.75	26.37	29.89
Grade 4	9.17	6.25	14.74	51.38	68.75	58.95	39.45	25.00	26.32
Grade 5	7.63	20.20	7.76	52.67	48.48	56.90	39.69	31.31	35.34
Grade 6	12.69	13.93	14.02	64.18	62.30	59.81	23.13	23.77	26.17
All Grades	10.91	13.44	12.35	58.85	60.14	58.02	30.25	26.42	29.63

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.54	18.68	13.79	47.32	50.55	40.23	32.14	30.77	45.98
Grade 4	22.02	15.18	22.11	42.20	51.79	37.89	35.78	33.04	40.00
Grade 5	18.32	30.30	24.14	45.80	39.39	37.93	35.88	30.30	37.93
Grade 6	19.40	23.77	33.64	55.22	53.28	39.25	25.37	22.95	27.10
All Grades	19.96	21.93	23.95	47.94	49.06	38.77	32.10	29.01	37.28

Conclusions based on this data:

1. CAASPP scores for 2017-18 show that the percentage of students who met or exceeded standards on SBAC in language arts went up by 3% from the previous year.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	123	99	92	120	99	89	120	99	89	97.6	100	96.7
Grade 4	115	117	100	113	117	99	113	117	99	98.3	100	99
Grade 5	134	107	120	132	105	119	132	105	119	98.5	98.1	99.2
Grade 6	139	126	110	139	124	110	139	124	110	100	98.4	100
All Grades	511	449	422	504	445	417	504	445	417	98.6	99.1	98.8

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2411.	2399.	2400.	9.17	11.11	8.99	25.83	23.23	28.09	32.50	28.28	22.47	32.50	37.37	40.45
Grade 4	2412.	2432.	2439.	4.42	6.84	16.16	16.81	16.24	20.20	27.43	36.75	23.23	51.33	40.17	40.40
Grade 5	2449.	2474.	2466.	8.33	12.38	9.24	7.58	19.05	15.97	28.03	26.67	28.57	56.06	41.90	46.22
Grade 6	2477.	2478.	2491.	7.91	4.84	13.64	12.95	16.94	20.91	30.94	33.06	20.91	48.20	45.16	44.55
All Grades	N/A	N/A	N/A	7.54	8.54	11.99	15.48	18.65	20.86	29.76	31.46	23.98	47.22	41.35	43.17

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.83	22.22	22.47	41.67	35.35	33.71	37.50	42.42	43.82
Grade 4	16.81	14.53	25.25	22.12	25.64	22.22	61.06	59.83	52.53
Grade 5	9.85	19.05	11.76	24.24	35.24	30.25	65.91	45.71	57.98
Grade 6	12.95	10.48	20.91	29.50	38.71	29.09	57.55	50.81	50.00
All Grades	14.88	16.18	19.66	29.37	33.71	28.78	55.75	50.11	51.56

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	17.17	10.11	42.50	35.35	46.07	45.00	47.47	43.82
Grade 4	9.73	7.69	16.16	28.32	37.61	31.31	61.95	54.70	52.53
Grade 5	8.33	12.38	7.56	31.06	35.24	42.86	60.61	52.38	49.58
Grade 6	7.19	5.65	16.36	45.32	41.13	40.00	47.48	53.23	43.64
All Grades	9.33	10.34	12.47	37.10	37.53	40.05	53.57	52.13	47.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.83	16.16	16.85	56.67	46.46	41.57	27.50	37.37	41.57
Grade 4	10.62	11.97	17.17	33.63	41.88	43.43	55.75	46.15	39.39
Grade 5	9.09	16.19	10.08	33.33	42.86	44.54	57.58	40.95	45.38
Grade 6	10.07	4.84	15.45	35.97	40.32	40.00	53.96	54.84	44.55
All Grades	11.31	11.91	14.63	39.68	42.70	42.45	49.01	45.39	42.93

Conclusions based on this data:

1. CAASPP scores from 2017-18 show that the percentage of students who met or exceeded standards grew by 4% from the previous year.

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1375.8	1380.9	1379.3	1386.3	1367.6	1368.0	83	64
Grade 1	1433.7	1407.7	1427.5	1402.5	1439.5	1412.2	91	84
Grade 2	1464.7	1467.8	1457.2	1459.0	1471.8	1476.0	81	73
Grade 3	1484.2	1453.9	1478.7	1438.5	1489.2	1468.8	73	67
Grade 4	1505.4	1492.1	1501.7	1475.0	1508.7	1508.6	84	68
Grade 5	1498.2	1498.5	1489.9	1477.2	1506.1	1519.2	61	75
Grade 6	1505.7	1483.4	1487.3	1458.0	1523.6	1508.3	73	56
All Grades							546	487

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	1.56	*	20.31	32.53	34.38	46.99	43.75	83	64
1	14.29	2.38	31.87	17.86	24.18	30.95	29.67	48.81	91	84
2	28.40	9.59	30.86	36.99	25.93	35.62	14.81	17.81	81	73
3	*	1.49	34.25	19.40	28.77	41.79	28.77	37.31	73	67
4	17.86	8.82	48.81	41.18	20.24	26.47	13.10	23.53	84	68
5	31.15	5.33	21.31	40.00	*	30.67	31.15	24.00	61	75
6	*	1.79	39.73	17.86	27.40	39.29	23.29	41.07	73	56
All Grades	16.48	4.52	31.50	27.93	25.27	33.88	26.74	33.68	546	487

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.13	16.87	20.31	19.28	29.69	56.63	46.88	83	64
1	19.78	3.57	21.98	13.10	25.27	36.90	32.97	46.43	91	84
2	37.04	16.44	37.04	38.36	13.58	24.66	*	20.55	81	73
3	23.29	7.46	35.62	20.90	15.07	25.37	26.03	46.27	73	67
4	46.43	25.00	32.14	32.35	*	13.24	14.29	29.41	84	68
5	39.34	18.67	24.59	37.33	*	18.67	24.59	25.33	61	75
6	21.92	7.14	39.73	21.43	20.55	32.14	17.81	39.29	73	56
All Grades	27.47	11.70	29.49	26.28	16.30	25.87	26.74	36.14	546	487

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	13.25	21.88	51.81	57.81	30.12	20.31	83	64
1	19.78	3.57	30.77	17.86	19.78	29.76	29.67	48.81	91	84
2	20.99	6.85	28.40	36.99	24.69	31.51	25.93	24.66	81	73
3	*	2.99	23.29	17.91	30.14	37.31	43.84	41.79	73	67
4	*	10.29	38.10	23.53	36.90	38.24	20.24	27.94	84	68
5	*	2.67	29.51	26.67	18.03	46.67	37.70	24.00	61	75
6	*	3.57	19.18	12.50	34.25	42.86	34.25	41.07	73	56
All Grades	11.54	4.31	26.19	22.79	31.14	40.04	31.14	32.85	546	487

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	18.07	9.38	51.81	65.63	30.12	25.00	83	64
1	39.56	16.67	41.76	52.38	18.68	30.95	91	84
2	45.68	26.03	44.44	65.75	*	8.22	81	73
3	21.92	4.48	61.64	52.24	16.44	43.28	73	67
4	28.57	30.88	57.14	51.47	14.29	17.65	84	68
5	27.87	5.33	50.82	74.67	21.31	20.00	61	75
6	32.88	14.29	47.95	53.57	19.18	32.14	73	56
All Grades	30.95	15.40	50.55	59.55	18.50	25.05	546	487

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.69	30.12	43.75	60.24	51.56	83	64
1	17.58	0.00	35.16	34.52	47.25	65.48	91	84
2	33.33	17.81	50.62	50.68	16.05	31.51	81	73
3	35.62	8.96	34.25	46.27	30.14	44.78	73	67
4	65.48	17.65	22.62	47.06	*	35.29	84	68
5	54.10	28.00	18.03	42.67	27.87	29.33	61	75
6	28.77	1.79	52.05	44.64	19.18	53.57	73	56
All Grades	34.07	11.50	34.98	43.94	30.95	44.56	546	487

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	60.24	78.13	37.35	21.88	83	64
1	26.37	9.52	41.76	39.29	31.87	51.19	91	84
2	33.33	4.11	35.80	71.23	30.86	24.66	81	73
3	*	4.48	52.05	44.78	45.21	50.75	73	67
4	*	11.76	71.43	50.00	22.62	38.24	84	68
5	*	10.67	39.34	64.00	44.26	25.33	61	75
6	*	3.57	27.40	30.36	60.27	66.07	73	56
All Grades	14.47	6.57	47.44	54.21	38.10	39.22	546	487

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.30	20.31	50.60	53.13	24.10	26.56	83	64
1	18.68	1.19	53.85	54.76	27.47	44.05	91	84
2	20.99	12.33	65.43	61.64	13.58	26.03	81	73
3	*	5.97	63.01	62.69	26.03	31.34	73	67
4	20.24	13.24	63.10	70.59	16.67	16.18	84	68
5	22.95	6.67	50.82	69.33	26.23	24.00	61	75
6	*	12.50	80.82	60.71	*	26.79	73	56
All Grades	18.68	9.86	60.99	61.81	20.33	28.34	546	487

Conclusions based on this data:

1. There were 546 students at Sunset that took the 2017-18 ELPAC. These results will be used as a baseline to measure English Learner growth.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
672	**91.2**	**78.0**	**0.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	524	78.0
Foster Youth	1	0.1
Homeless	215	32.0
Socioeconomically Disadvantaged	613	91.2
Students with Disabilities	64	9.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.6
Hispanic	668	99.4

Conclusions based on this data:

1. The student groups with the highest amount of students are Socioeconomically Disadvantaged (78.4%) and English Learners (76.9%).

2. The race/ethnicity group is Hispanic (99.2%).

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Yellow		

Conclusions based on this data:

1. Sunset's 2018 Fall Dashboard results show that Math increased in performance from Orange to Yellow.

2. Student performance level in Language Arts grew 10% on SBAC but continues to be a strong focus for 2018-19 school year.

3. Sunset's suspension rate went up from 0.3% to 0.6%.but continues to show the high performance.
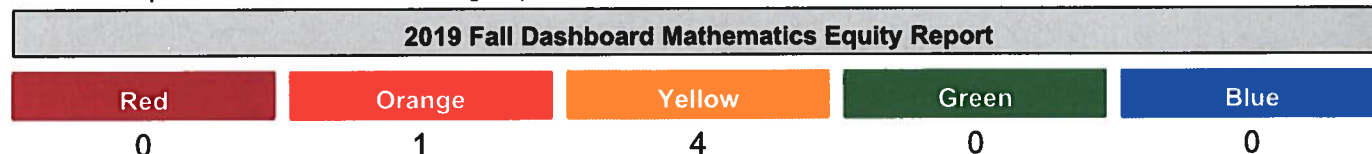
School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
35.9 points below standard	41.5 points below standard	0 Students
Maintained -1.5 points	Maintained -2.3 points	
381	335	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
54.3 points below standard	35.6 points below standard	140.5 points below standard
Maintained -2.4 points	Maintained ++1.8 points	Maintained -1.5 points
133	351	46

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	0 Students
1			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
35 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
Maintained -0.2 points	2		
377			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.1 points below standard	64.8 points above standard	44.1 points below standard
Declined -6.9 points	Increased ++13.6 points	Declined Significantly -36.4 points
233	102	29

Conclusions based on this data:

1. The 2018 Fall Dashboard data shows that English Learners and English Only students increased 4.2 points and 17 points respectively on CAASPP. Reclassified students continue to score higher on the performance level with 52 points above standard.

2. Socioeconomically Disadvantaged students maintained points while Homeless students increased 10.5 points.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	
47.4 points below standard	50.6 points below standard	
Increased ++6.9 points	Increased ++6.3 points	
385	339	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Orange
64.9 points below standard	47.6 points below standard	160.3 points below standard
Increased ++5.2 points	Increased ++6.4 points	Increased ++4.2 points
134	355	46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 46.5 points below standard Increased ++8.7 points 381	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
82.6 points below standard	24 points above standard	71.7 points below standard
Increased ++6.6 points	Increased ++11.1 points	Declined Significantly -29 points
237	102	29

Conclusions based on this data:

1. The 2017-18 Fall Dashboard data shows that all subgroups increased in SBAC Math assessment.

2. Reclassified students continued to score above standard in Math.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
34.8 making progress towards English language proficiency
Number of EL Students: 385
Performance Level: VeryLow
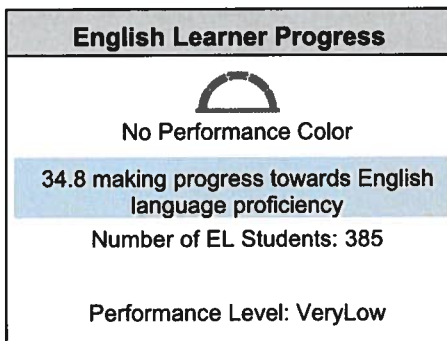
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
21.8	43.3	0.5	34.2

Conclusions based on this data:

1. Changes in the instructional design to include small group instruction and new district- adopted English Language Arts curriculum will provide additional support to our English Learners.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	3	0
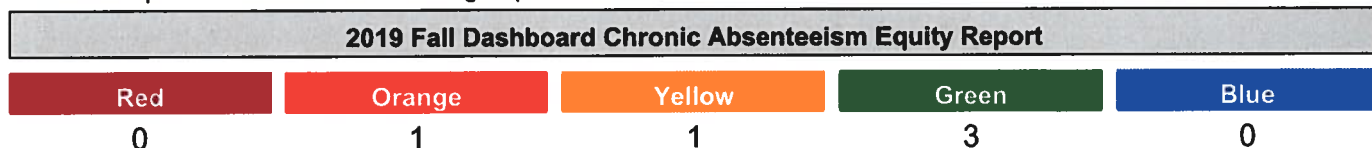
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
8.2	8.1	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.4	Declined -1.2	1
723	566	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Green	Orange
10.5	8.1	13
Declined -2.1	Declined -0.9	Increased +7.7
237	654	77

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	0	0	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.6	3	0	0
716			

Conclusions based on this data:

1. The Fall 2018 Dashboard results for Chronic absenteeism provide a baseline to measure student attendance.

2. Sunset has 8.6% of students that with chronic absenteeism.

3. Sunset will continue to address the issues of chronic absenteeism with parents through SARC and SARB meetings.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

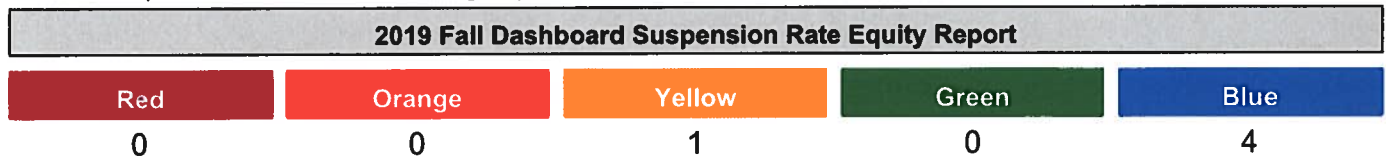| 2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

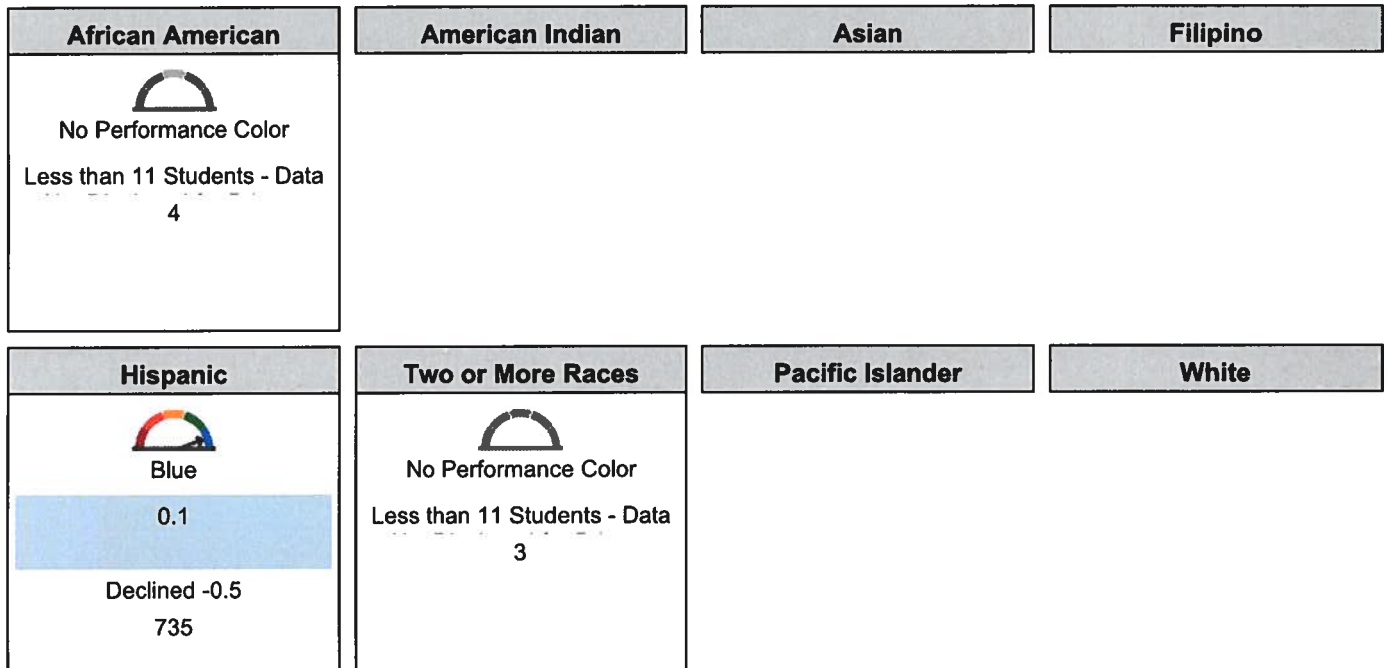| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	0	4

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.1	0.2	Less than 11 Students - Data Not 1
Declined -0.5	Declined -0.5	
742	581	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Blue	Yellow
0	0.1	1.2
Declined Significantly -1.1	Declined -0.6	Maintained 0
243	668	81

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 4			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0.1 Declined -0.5 735	No Performance Color Less than 11 Students - Data 3		

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.6	0.1

Conclusions based on this data:

1. According to 2018 Dashboard data, Sunset Elementary School's suspension rate is very low (0.6%) for all student groups, which reflects a positive and engaging school climate.

2. English Learners were at green color, maintaining suspension rate (0.7%)

3. Homeless, Socioeconomically Disadvantages and Students with Disabilities increased suspension rate a very low rate, 1.1%, 0.7% and 1.3% respectively.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students, including English Learners, will improve annually in all content areas.

Goal 1

Sunset Elementary students, including English Learners will show growth through an increase in the percentage of students scoring at the levels of Standards Exceeded and Standards Met on the CCSS in Language Arts and Math, as evidenced by the CAASPP, grade level unit (benchmark) assessments in ELA and Math, STAR reading assessment, and diagnostic and formative assessments. Special attention will be given to students that show gaps in their learning to mitigate learning loss exacerbated by school closure.

Identified Need

Based on previous assessment data such as state assessments (i.e. SBAC/CAASPP) and district assessments (i.e. district benchmarks in English Language Arts and Math). Note: Latest SBAC data is from 2018-19 due to cancellation of 2019-20 testing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	36% of students met or exceeded standards in 2018-19	Students who met or exceeded standards will increase by 5%.
CAASPP Math	33% of students met or exceeded standards in 2018-19	Students who met or exceeded standards will increase by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

ACCESS TO CONNECTIVITY- Ensure access to devices (Chromebooks) and connectivity (hotspots) for all students during distance learning. Technology support provided by the district to families for technical issues and navigation of online instructional programs. Referrals to low cost and no cost internet options for families who need them (Cox Compete 2 Connect program). Outreach Consultant provides direct outreach to families to support connection of students to distance learning through Google Meet.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

CONTINUITY OF LEARNING- Continue to use the District's gradual release of responsibility instructional model which incorporates time for whole group instruction, leveled small group instruction and tiered support to meet the specific academic needs of all students. A Distance Learning/Blended Learning schedule was designed which embeds the critical components of the district's instructional model. Grade level unit assessments will provide benchmarks to gauge student progress on mastery of state standards. The Director of Educational Services and Resource Teachers revise and evaluate district common assessments to ensure alignment to standards and item specifications. These assessments are used to monitor student achievement through our common local assessments and data evaluation protocol to inform teaching and learning and drive instruction through a continuous improvement model. The Director of Educational Services supports the implementation of the instructional design through Learning Walks that are aimed at the calibration of instructional practices at all school sites.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

LEARNING LOSS- Teachers will reflect on CCSS-aligned common assessments at the end of each unit in Language Arts and Math (Data Reflection Sessions) to guide instruction and identify students who may be experiencing learning loss and require additional support. Students receive extra instructional support through grade level daily virtual tutoring during asynchronous times (Expanded Learning Staff).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

LEARNING LOSS- Student Study Team (SST) will meet on a regular basis to provide students with academic/behavior and/or socioemotional support to improve school performance. Teachers will receive release time to prepare documentation and prepare materials. This includes teacher participation in committee meetings to plan interventions to mitigate learning loss for students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	Title I

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

LEARNING LOSS- Use of computer software programs (Accelerated Reader/STAR Reading, A-Z/RazKids, Imagine Learning and Achieve 3000) that target instructional goals and provide differentiated reading and vocabulary practice.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LEARNING LOSS- Instructional aides will provide academic support to English Learners who are struggling in English Language Arts. Instructional aides will also work extra hours to assist students

who struggle with reading/math by providing them academic intervention through targeted standards instruction

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
48,332.00	Title I

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Instructional aides will work extra hours to assist students, specially English Learners, who struggle with reading and/or math by providing them academic intervention through standards instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Title I

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners who struggle academically

Strategy/Activity

LEARNING LOSS- Academic extra support provided by a classroom teachers outside of their instructional day schedule. (Newcomers, Reading and Math) and Enrichment Activities. Teachers will work extra time and provide students with intensive systematic instruction of foundational skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000.00	Title I
	Title I

Strategy/Activity 9
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

SUPPORTS FOR PUPILS WITH UNIQUE NEEDS- Provide additional support for English Learners, Foster Youth, Students experiencing homelessness, and student with exceptional needs. Provide instructional sessions and targeted support to mitigate learning loss and monitor daily instructional minutes that align to students with an IEP. Distance learning support provided through ASES (YMCA) for in-person attendance at school for students struggling with online learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

SUPPORTING PUPILS WITH UNIQUE NEEDS- Students will receive daily ELD instruction as built-in to the Distance Learning-Blended Learning schedule. Teachers will use ELD/Vocabulary Instruction strategies and Specifically Designed Academic Instruction in English (SDAIE) strategies and techniques. All English Learners will be rostered to Imagine Learning, an adaptive online platform that provides differentiated instructional tools to support areas of need. Teachers will receive English Language Support from District Resource Teachers, using CDE Roadmap as a guide.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

PROFESSIONAL DEVELOPMENT- Teachers will receive professional development in research-based distance learning instruction to learn strategies to support learning loss and the academic needs of students (Imagine Learning, Renaissance STAR and myOn trainings). District will provide

ongoing professional development to support teachers in the areas of educational technology, distance learning platforms and applications, digital curriculum integration, English language development and social emotional wellbeing. Professional development will also be based on those needs that are evident through data analysis of benchmark units assessments. The Director of Educational Services and District resource teachers work to support the academic system on each of the school sites by upgrading the entire educational program through support of school site staff and families. They provide professional development for substitute teachers and instructional aides for the implementation of Google Classroom. Additionally, the also provide support for teachers with the implementation of the digital version of our SYSD Board adopted core curriculum and our supplemental educational technology platforms (Renaissance, Achieve 3000, Imagine Learning, etc.). In addition, resource teachers provide direct support for teachers as requested by school site administration.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CONTINUITY OF LEARNING AND PUPIL LEARNING LOSS- CCSS Supplemental Resources to target students according to their academic needs. Examples: i-Ready Diagnostic assessment and i-ready Learning online tools used to assess student performance and growth and provide individualized instruction. Teachers Pay Teachers (TpT), Science Interactive Workbooks, Literature for classroom libraries, and student class folders.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
32,085.00	Title I

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The SPSA was revised by the SSC in March to deal with the COVID-19 school closures. The overall implementation of the strategies/activities was successful in meeting the goal as measured by the District Unit Assessments at the time of school closures in March. The continued use of instructional aides in small group instruction through the remainder of the school year provided students extra support in English Language Arts needed to offset the impact of school closure.

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

The funds that were not spent at the time of school closures in March were used to purchase Chromebooks for students to be used during distance learning for the remainder of the 2019-20 school year. (Describe the Strategy/Activity not implemented)

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 strategies/activities in the 2020-21 SPSA were aligned to the District's Learning Continuity and Attendance Plan which focuses on continuity of learning and learning loss for students impacted by school closures. Focused attention will be given to continued support for students in distance learning and blending learning through adding a specific description to each strategy/activity that aligns to the Learning Continuity and Attendance Plan.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will be educated in positive academic environements that are welcoming, safe, and drug-free.

Goal 2

Sunset will create a safe and student-friendly climate that promotes students well-being and engages all students in learning during the COVID-19 pandemic.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP California Dashboard 2019 Chronic Absenteeism and Suspension Rates	Sunset Dashboard 2019: Chronic Absenteeism- 8.2%, maintained -0.4% (less students chronically absent) Suspension Rate- 0.1%, declined 0.5% (less students suspended)	Expected outcomes for 2020-21 will be maintain school Conditions and Climate through decreasing the percentage of chronic absenteeism and suspensions.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

PUPIL AND FAMILY ENGAGEMENT AND OUTREACH - Sunset will continue to cultivate a school wide culture of student attendance during distance and blended learning which will be tracked by daily participation in synchronous and asynchronous instructional minutes. Attendance may include any of the following: 1) Participation of online activities 2) Completion of regular assignments 3) Completion of assessments 4) Contact between employees of the district and parents/guardians.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

PUPIL AND FAMILY ENGAGEMENT AND OUTREACH- Outreach Consultant will be responsible for assisting the school in monitoring and increasing attendance (participation and engagement) and provide direct outreach to families to support re-engagement of students with frequent absenteeism. Sunset will implement a three tier attendance tracking system which includes, phone calls home, teacher attendance referral form and attendance student study team to communicate with families to aid families struggling with engagement and participation. All communication will be conducted in a caring, trauma-informed approach.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

                                                   District Funded

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

MENTAL HEALTH AND SOCIOEMOTIONAL WELL-BEING and PROFESSIONAL DEVELOPMENT- School-wide implementation of trauma-informed practices and Positive Behavior Intervention Support model (PBIS) that targets student socio-emotional needs. The District will support the school with the use of school-wide information system using the SWIS Readiness Checklist. Sunset will implement a three-tiered mental health and socioemotional well being support system which includes socioemotional curriculum, counseling referrals and evaluation. This will include staff professional development for socioemotional learning curriculum (Second Step) and Restorative Practices for students with behavioral needs and resources to support their implementation. Staff will also receive stress and anxiety to support their mental health and well being.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

2,000.00   Title I

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

MENTAL HEALTH AND SOCIOEMOTIONAL WELL-BEING- The District's Distance Learning Technology Rules and Guidelines will be implemented as a cyberbullying preventative measure. Sunset will use the PeaceBuilders/Character building program to promote positive student behavior and to instruct students as to the causes and effects of bullying and conflict resolution strategies. Other activities will include Red Ribbon Week and School spirit weeks.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

STAFF ROLES AND RESPONSIBILITIES - To ensure a safe school environment for students and staff, roles and responsibilities have been shifted to account for health symptoms screening and temperature checks, regular cleaning and disinfecting of high traffic areas and distribution of devices and instructional materials to students (families).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

| | District Funded |

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

SCHOOL NUTRITION- During school closures, curbside distribution of meals will be provided for an entire week (five breakfast meals and five lunch meals) and will be can picked up each Wednesday from one of out three designated school sites from 11:30 A.M.-1:00 P.M. Students participating in blended learning will be provided in-person meals. Those students with exclusively

distance learning, pick-up meals will be provided. Breakfast and lunch will be provided to all students. One of the meals will be provided on campus, and the other meal will be served in a grab and go model. We will continue to provide meals to all families through our community feeding model.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School will fully implement all district policies and procedures as they relate to student safety and emergency procedures on campus (School Safety Plan and COVID-19 Prevention Plan), which include limiting volunteers on campus and evacuation and drill procedures.
Campus Security will assist with general campus supervision to ensure the safety and welfare of students and staff when in-person instruction begins.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Action Step 2:7: School will promote a college ready school campus, where each classroom represents a university and staff maintains high expectations that each student deserves the opportunity and preparation to go to college.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We started the implementation of school-wide Positive Behavior Intervention Support (PBIS) to target students' socio-emotional needs. The overall implementation of the strategies was successful in creating an environment where students feel safe and welcome. The amount of referrals and suspensions has decreased in the last two years.

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

Strategy 3 (Mental Health and Socioemotional Well-being) will now consist of PBIS under a trauma-informed approach. The 2019-20 SPSA had funds allocated for professional development under Strategy 8 but were not used due to COVID-19 school closures. Funds were allocated to purchase Chromebooks for students to use during distance learning.

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.

Due to the COVID- 19 pandemic, there will be targeted support to families whose students struggle with participation and engagement in distance learning. The details are described in Strategy 1 and Strategy 2. There will also be a focus on students' mental health and socioemotional well-being through a three tiered approach using trauma-informed practices. The details can be found in Strategy 3.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Parent participation in the educational process will increase annually.

Goal 3

Sunset will promote active parent involvement and engagement activities that acknowledges the value of parents in the education of students.

Identified Need

Due to COVID-19, students' families will need comprehensive support to navigate the hardships caused by the pandemic. Stakeholder engagement is imperative in the development of the SPSA to inform our decisions as we meet the unique needs of our community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase in parent participation and involvement to Parent Meetings, SSC Meetings, ELAC Meetings, Parent-Teacher Conferences, Back-to-School Night, Open House and Parent Workshops/Classes.	Sunset base line will be 2019-20 parent participation rate to parent meetings and school events.	Increase parent participation to virtual parents meetings, trainings and school in 2020-2021 by providing a welcoming, supportive environment and building collaborative relationships with parents during the COVID-19 pandemic.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

STAKEHOLDER ENGAGEMENT- Sunset will maintain effective and compliant parent advisory groups (SSC, ELAC, Title 1) and PTA . Sunset School Site Council approved the school and parent jointly developed Parent and Family Engagement Policy and Parent Compact. Parent representatives will continue to provide valuable input from all families to support the education of all students, specially during COVID-19 pandemic.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

STAKEHOLDER ENGAGEMENT- Principal will hold monthly parents meetings (Coffee with the Principal) to share information about services and programs provided for Title 1 schools (curriculum and assessment, academic intervention, Special Education, and other school-wide programs/activities. Communication will also include robocalls, emails, and monthly calendars.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PUPIL AND FAMILY ENGAGEMENT AND OUTREACH- The Outreach Consultant will be responsible for developing effective parent communication and supporting the development of school advisory groups and volunteer. Outreach Consultant will be responsible for assisting the school in monitoring and increasing attendance (participation and engagement) and provide direct outreach to families to support re-engagement of students with frequent absenteeism. Sunset will implement a three tier attendance tracking system which includes, phone calls home, teacher attendance referral forms, and attendance student study team to assist families with students struggling with engagement and participation. All communication will be conducted in a caring, trauma-informed approach.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

| | District Funded |

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PUPIL AND FAMILY ENGAGEMENT AND OUTREACH- Provide parenting support through parenting classes that target students with socio-emotional challenges and behavioral needs, specially difficulties brought about by the pandemic (Classes conducted by PIQE and Psychologist Dr. Villareal).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	Title I

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PUPIL AND FAMILY ENGAGEMENT AND OUTREACH- Sunset will hold virtual Back to School Night and Open House that provide a welcoming environment and build relationships with parents. Staff will inform parents about curricular programs, student academic progress and distance learning/blended in-person learning updates.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PUPIL AND FAMILY ENGAGEMENT AND OUTREACH- Breakfast and Lunch for the entire week will be held at weekly distributions to support all families during distance learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PUPIL AND FAMILY ENGAGEMENT AND OUTREACH- Sunset will establish community partnerships to assist the school and families with resources and services during COVID-19 pandemic (San Diego Food Bank Snack Club, One Sight eye exams and glasses, Operation School Bell for student uniforms and other District/School partnerships). The Districts' Student and Family Services Manager (SFSM) support homeless children, foster youth, and families in need within the community. Students are provided school uniforms and shoes, bus passes for transportation and other resources. The SFSM assures students are enrolled immediately and verifies residency for students, makes home visits when necessary, and participates in the SART and SARB process to support the success of homeless and foster youth. In addition, the SFSM provides access to resources such as housing, tutoring, and medical/dental services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

PUPIL AND FAMILY ENGAGEMENT AND OUTREACH- Support families with online registration process, connectivity and technology troubleshooting during distance learning. This includes Chromebook, hotspot and textbook/student supply distribution.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall, the implementation of the strategies was successful in promoting active parent involvement through parent participation and engagement in the school advisory committees (School Site Council, ELAC, Title 1 Meeting and Parent-Principal Meetings), Back-to-School Night, Parent-Teacher Conferences and Open House. The parenting classes (Strategy/Activity 8) with Dr. Villareal took place before school closures and were very successful and had strong attendance. Parents gave positive comments in the surveys conducted after their graduation. School administration, Outreach Consultant, Support Staff and teachers collaborated to provide a welcoming environment to all parents.

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

The Title 1 Parent Involvement allocation is not sufficient to cover the cost for parenting classes. Title 1 funds were used to make up the difference.

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.

Strategy/Activity 7 will be revised to include that the Outreach Consultant will support parents with student attendance through communicating information and resources regarding absences and will be meeting with parents with students at-risk of chronic absenteeism.,
The changes will reflect the new state guidelines for attendance during distance learning, which include Contact, Connectivity, Engagement and Participation.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$112,417.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$112,417.00

Subtotal of additional federal funds included for this school: $112,417.00

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

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $112,417.00

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
Efrain Burciaga	Principal
Cesar Diaz de Leon	Parent or Community Member
Gloria Esquivies	Parent or Community Member
Gloria Lopez	Parent or Community Member
Daicy Perez	Parent or Community Member
Paulina Landeros	Parent or Community Member
Rodrigo Amezquita	Other School Staff
Veronica Hernandez	Classroom Teacher
Shirley Kinney	Classroom Teacher
Ana Magallanes	Classroom Teacher

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
X *Darcy Perez*	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 November 19, 2020.

Attested:

E Burciaga   Principal, Efrain Burciaga on November 19, 2020

X *Veronica Hernandez*   SSC Chairperson, Veronica Hernandez on November 19. 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and Time-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   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 children including each of the subgroups of students to meet the challenging state academic standards

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

         ii. increase the amount and quality of learning time, and

         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

         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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. 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

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Title I School-Level Parent and Family Engagement Policy
Sunset Elementary School
November 19. 2020

2.0 With approval from the local governing board, Sunset Elementary has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) The school involves parents of Title 1 students in an organized, ongoing, and timely way in the planning and reviewing of Parent and Family Engagement Policy through presentation in monthly parent-principal meeting and gaining feedback from parents to revise the policy, as needed. In order to gather adequate representation of parents and family members of children receiving Title I, the policy is presented to ELAC and School Site Council, and approved by the latter. After the San Ysidro School District Board approves the policy, the school distributes the policy by sending it home to parents and family members participating in the Title 1 program.

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Sunset Elementary School, the following practices have been established:

a) Sunset Elementary School convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])
The school announces to all parents the Title 1 Meeting date and time in the evening to allow parents to make plans to attend, in a timely manner. During school closures, the school continues to hold the annual Title 1 meeting via Zoom to provide parents updates on how to continue their involvement in school decision-making and information regarding distance learning procedures.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])
Sunset Elementary school provides opportunities, as practicable, for parents to assist meetings.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement

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policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]) Sunset Elementary School parents and families have the opportunity to provide feedback in reviewing the Parent and Family Engagement Policy through presentations in monthly parent-principal meeting and parent advisory meetings.

d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A]) Title 1 School Designation, English Language Advisory Committee (ELAC), School Site Council Title 1 oversight and District Advisory Council.

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

   Parent-Principal Meetings, Parent Institute (PIQE) and Parent Advisory Meetings

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

   All meetings have a designated Open Forum time for parents' questions, comments or concerns. Parents and families are encouraged to get participate in the Parent Advisory Meetings (ELAC, SSC, and DPAC).

e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5]) The school provides the Educational Services Department with feedback given by parents and families that may have concerns or questions about the policy.

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

a) The school provides parents with assistance in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1]) To help reach these goals, the school has established the following practices, monthly parent meetings, School Site council meetings, ELAC meetings, New Student/Family Orientation meeting and Parent Institute (PIQE).

b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2]) This information is shared with parents during Parent-Principal Meetings, Parent Workshops and Parent-Teacher Conferences in a format and language that parents can understand.

c) Sunset Elementary School educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3]) This information is shared with staff members at monthly staff meetings and regular grade level meeting.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4]) Parents are encouraged to attend workshops and take advantage of the resources of the San Ysidro School District Parent Center.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5]) All communication sent home to families in both in English and in Spanish, since most of our families consider Spanish their language of preference.

f) Sunset Elementary School provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14]) Parents are encouraged to actively participate in volunteering in the classroom and other school activities.

2.3 Accessibility

Sunset Elementary School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f]) This is done by providing all parents an open discussion forum for questions, comments or concerns in: monthly parent-principal meetings, School Site Council meetings and English Advisory Committee (ELAC) meetings.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Sunset will provide California state standards instruction to all students using state-adopted curriculum and the District's Gradual Release of Responsibility Instructional Design. The school will communicate with families about the state's academic standards and the school's standing regarding academic testing.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

   1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
   2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
   3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
   4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp

Title I, Part A School-Parent Compact

Sunset Elementary School, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Sunset Elementary School will provide instruction of the California state standards using the state-adopted curriculum and the District's Gradual Release of Responsibility Instructional Design. Parents will be responsible to having their child participate in daily class instruction and assist them in viewing the importance of reading and math.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Sunset Elementary School teachers will maintain two-way meaningful communication with parents and families and keep them informed about their child's progress, and encourage participation in the decision-making process relating to their child.

This Compact was established by Sunset Elementary School on November 19, 2020 and will be in effect for the period of January 1, 2020 to December 31, 2020. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: December 20, 2020.

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Signature Page

Efrain Burciaga, Sunset Elementary School Principal

Name and Title of Authorized Official

El Burciaga

Signature of Authorized Official

November 19, 2020

Date

California Department of Education
April 2020

SUNSET's School- Parent-Student Compact 2020-21 *Pacto familiar/escolar*

By recognizing and accepting our individual roles in the learning process, we can ensure the educational success of every Sunset student.

PRINCIPAL
- The school will provide a high quality curriculum and high quality instruction in a supportive and effective learning environment
- The school will ensure regular two-way, meaningful communication between family members and school staff in the family's home language.
- The school will schedule parent/teacher conferences at least once a year, during which this compact shall be discussed as it relates to the student's achievement.
- The school will provide a safe and nurturing environment for all students
- The school will communicate with families about the state's academic standards and the school's standing regarding academic testing.

Principal Signature: _____

TEACHER
- Monitor student progress and believe that all children can learn
- Assign work that is relevant and of high interest to students
- Explain expectations, grading system and frequent reports to parent on their children's progress.
- Provide opportunities for parents to volunteer or observe their classroom, when practicable.

Teacher Signature: _____

PARENTS
- My child will participate in class instruction every day and will be on time
- Help my child see the importance of reading and math in daily life situations
- Limit my child's TV viewing and use of electronics.
- Stay informed about my child's progress and participate in the decisions relating to his/her education.

Parent Signature:_____

STUDENT
- Attend class every day and on time
- Ask teachers questions when I don't understand something in the lesson
- Follow school rules
- Read 20 minutes each night

Student Signature: _____

Revised 11-19-20

Al reconocer y aceptar nuestros diferentes responsabilidades referente al proceso de aprendizaje, podremos asegurar el éxito educativo de cada uno de los alumnos de la escuela Sunset.

EL DIRECTOR
- La escuela proporcionará instrucción y un currículo de alta calidad en un ambiente de aprendizaje solidario y efectivo.
- La escuela garantizará una comunicación significativa y recíproca entre los miembros de la familia y el personal de la escuela en el idioma materno de la familia.
- La escuela programará conferencias padres / maestros al menos una vez al año, durante las cuales este compacto se discutirá en lo que se refiere a la logro del estudiante.
- La escuela proporcionará un entorno seguro y enriquecedor para todos los estudiantes
- La escuela se comunicará con las familias sobre los estándares académicos del estado y clasificación de la escuela en cuanto a las pruebas del estado

Firma del director: _____

LOS MAESTROS
- Se encargarán de monitorear el progreso de los estudiantes y creer que cada alumno puede aprender
- Asignará trabajos relevantes y de gran interés para el alumno
- Explicarán las expectativas, el sistema de calificaciones y proporcionar informes frecuentes a los padres de familia sobre el progreso de sus hijos.
- Brindar oportunidades para que los padres participen como voluntarios u observen el salón de clases, cuando sea posible.

Firma del maestro/a: _____

LOS PADRES
- Mi hijo/a participara en la instrucción de su clase todos los días y llegará a tiempo
- Ayudar a mi hijo/a entienda la importancia de la lectura y matemáticas en situaciones de la vida diaria
- Limitar el uso de la televisión y juegos electrónicos
- Mantenerme informado sobre la educación de mi hijo participar en las decisiones relativas a su educación.

Firma del padre o tutor: _____

El ALUMNO
- Asistir a la escuela todos los días y a tiempo
- Hacer preguntas a los maestros cuando no entiendo algo de la lección
- Seguir las reglas escolares
- Leer 20 minutos cada noche

Firma del estudiante: _____