



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunset Elementary	37683796093264	05/21/2025	06/24/2025

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

At **Sunset Elementary**, we are dedicated to creating a **safe, inclusive, and engaging learning environment** where every student has the opportunity to achieve academic success, develop English language proficiency, and build strong social-emotional skills. In alignment with the **San Ysidro School District’s mission** and Local Control Accountability Plan (LCAP), our efforts are guided by three districtwide goals:

- **Student Achievement**
- **Culture, Climate, and Student Well-being**
- **Parent Engagement**

Using input gathered from ELAC and SSC meetings, family feedback, student surveys, staff collaboration, and community partnerships, we have strengthened our site plan to directly meet the needs of our diverse learners. Feedback from families and staff emphasized the need for **stronger academic interventions, increased ELD support, more targeted services for students with disabilities, and expanded opportunities for family engagement and STEM enrichment.**

Priority Actions at Sunset Elementary:

1. Academic Support and Innovation

We are committed to strengthening instruction and intervention for **English Learners, students with disabilities, and at-risk students**. Our teachers engage in ongoing professional development in **English Language Development (ELD)**, **differentiated instruction**, and **STEM integration**. Support staff, including Resource Teachers and instructional aides, provide targeted academic assistance. Students benefit from hands-on, inquiry-based learning opportunities, including **STEM-focused enrichment**, science field trips, and integrated technology tools to enhance learning.

2. Positive School Climate and Social-Emotional Learning

Through our **PBIS framework** and behavior expectation assemblies, we cultivate a schoolwide culture of respect, responsibility, and safety. This year, we piloted a **token economy system**, developed by our **Student Council**, to reinforce positive behavior. Our school social worker and counseling team provide **multi-tiered support** for social-emotional learning (SEL), with an emphasis on trauma-informed care and mental health awareness.

3. Family Engagement and Community Partnerships

Parent engagement remains a cornerstone of our work. Through **Coffee with the Principal**, ELAC meetings, family workshops, and **Breakfast with the Principal** for students with perfect attendance, we strengthen home-school connections. Our outreach tools — including newsletters, PeachJar, School Marquee, website, direct emails, and now WhatsApp — help ensure that all families receive timely and accessible information. We are grateful for the collaboration of over 20 community partners, including **San Ysidro Health, Casa Familiar, Feeding America, and San Diego County Office of Education**, who help us provide wraparound services that support both students and families.

Educational Partner Involvement

How, when, and with whom did your 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

At **Sunset Elementary School**, we are deeply committed to engaging a broad and diverse group of educational partners in the development of our **School Plan for Student Achievement (SPSA)**. Input from our **School Site Council (SSC)** and **English Learner Advisory Committee (ELAC)** has been central to shaping our site goals, actions, and investments. We have also incorporated feedback from staff collaboration meetings, parent and student surveys, and the **District Parent Advisory Committees (DPAC/DELAC)**.

Through these collaborative conversations, our stakeholders highlighted the importance of:

- Providing **targeted academic interventions** for English Learners, students with disabilities, and students who are at risk;
- Strengthening **inclusive instructional practices** through professional learning;
- Expanding **social-emotional support systems**;
- Deepening **parent engagement opportunities** and communication strategies.

To support our students and families beyond the classroom, we proudly partner with a wide array of community organizations. These include:

- **Casa Familiar, San Ysidro Health, Feeding America, and Blue Shield of California** for wraparound health and wellness services;
- **Assistance League of San Diego, Hearts and Hands, Love Thy Neighbor, and San Ysidro Women's Club** for clothing, supplies, and family support;
- **Southwestern College, Church 180, and Eastlake Church** for educational and community enrichment opportunities;
- **Los Bomberos de San Diego, San Diego Police Department, Chula Vista Police Department, and the City and County of San Diego** for safety outreach and student mentoring;
- **San Diego County Office of Education** for curriculum, professional development, and programmatic support;

- And **The Los Angeles Chargers and Albertsons** for student incentives and school-wide celebrations.

Together, these partners — alongside our engaged families and staff — help ensure that **Sunset Elementary** is a supportive, resource-rich environment where every student has the opportunity to succeed academically, socially, and emotionally.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

The comprehensive needs assessment process at Sunset Elementary incorporated input from multiple stakeholders, including school staff, students, and families. Parent perspectives were gathered through the 2025–2026 Parent Needs Survey and ongoing engagement opportunities such as ELAC, School Site Council, and monthly “Coffee with the Principal” meetings. These forums provided essential feedback on school programs, academic interventions, communication, and social-emotional supports.

Teachers engaged in regular grade-level data reflection meetings to analyze formative assessment results in English Language Arts (ELA) and Mathematics. These meetings informed instructional planning and targeted interventions for students performing below grade level. Two fully credentialed intervention teachers supported students in the intensive phase of learning, particularly in reading and math, resulting in measurable academic growth by the end of the school year.

The school’s performance on the **California School Dashboard** provided further insight into student needs:

- **English Language Arts** outcomes were maintained, with students scoring **57.2 points below standard**, a change of **-1.6 points** from the previous year.
- **Mathematics** performance declined by **7 points**, with students now scoring **68.3 points below standard**.
- **English Learner Progress** also declined, with **45.8% of English Learners making progress** toward English proficiency, a decrease of **3.4%**.
- **Chronic Absenteeism** remains a significant concern, though there was a **1.3% improvement**, bringing the school to **23.8% of students chronically absent**.
- The **Suspension Rate** continued to improve, declining by **0.9%**, with only **0.5% of students suspended at least one day**.

Classroom observations conducted by the principal showed consistent implementation of schoolwide classroom management strategies and increasing use of collaborative learning structures. English Learners received scaffolded instruction and vocabulary support; however, there remains a need for more structured academic language development strategies across content areas. Technology use was consistent in grades 2–6, but remains largely teacher-facilitated, signaling a need to further develop student-centered digital learning practices.

The Healthy Kids Survey and mySAEBRS data highlighted ongoing needs in the areas of school climate and student well-being, with particular attention needed for students experiencing social-emotional challenges. Despite improvements in suspension and absenteeism rates, chronic absenteeism continues to affect nearly a quarter of the student population, underscoring the need for sustained, targeted outreach and family engagement strategies.

All of these data points and stakeholder insights directly informed the goals, actions, and strategies outlined in Sunset Elementary’s 2025–2026 School Plan for Student Achievement, ensuring a comprehensive approach to continuous improvement for all learners.

Staffing and Professional Development

Staffing and Professional Development Summary

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. All teachers have access to instructional materials training on SBE-adopted instructional materials and supplemental materials for CCSS instruction. Professional development for all K-6 teachers was conducted in English Language Development instruction, using KAGAN collaborative strategies and teacher representatives were trained in GLAD strategies. District Resource Teachers assist teachers in the implementation of CCSS- aligned instructional practices using modeling lessons for teachers and following the English Learner Roadmap. 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.

Staffing and Professional Development Strengths

Sunset Elementary School has highly qualified, experienced and dedicated staff. In the 2023-23 school year, Sunset hired four new teachers to fill the retirement vacancies of veteran teachers. The school district provided training for new teachers on the foundation of our instructional design. There was also an on-site substitute teacher to provide support to each school. Sunset teachers representatives are trained in GLAD professional development, which focuses on language acquisition strategies for English Learners. Most teachers are also trained in the EL RISE professional development through the SDCOE, which provides a roadmap to address the academic needs of English Learners. Teachers participated in grade level meetings twice a month to plan instruction. Each grade-level also met in Data Reflection Sessions to target English language instruction within the CCSS Instructional framework and to analyze data to determine areas of need for students who needed more support.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1: A significant majority of families (97%) expressed the desire to continue allocating SPSA resources toward instructional aides who support academic interventions. These aides are vital in delivering small-group instruction and targeted support for students performing below grade level. Continued funding is essential to maintain this effective instructional support model.

Root Cause/Why: Students requiring additional academic support often need more individualized attention than a single classroom teacher can provide during core instructional time. Instructional aides have proven effective in helping to close achievement gaps, especially for English Learners and students not meeting grade-level benchmarks.

Needs Statement 2: Sunset Elementary needs to increase capacity among classroom teachers to provide differentiated, language-rich instruction that accelerates progress for English Learners.

Root Cause/Why: The English Learner Progress indicator on the California School Dashboard declined by 3.4%, with only 45.8% of English Learners making

progress toward English proficiency. This suggests that, despite scaffolded supports, teachers need additional training in targeted language acquisition strategies, structured oral language development, and integrated ELD practices within core instruction.

Needs Statement 3: Sunset Elementary needs sustained staffing support for intervention programs to address ongoing academic gaps in English Language Arts and Mathematics.

Root Cause/Why: Students are currently performing 57.2 points below standard in ELA and 68.3 points below standard in Mathematics. While intervention support provided by two credentialed teachers has led to improvements, the academic gaps remain significant. Sustained or expanded intervention staffing is needed to ensure small-group, differentiated instruction continues for students not meeting grade-level benchm

Needs Statement 4: Utilize Proposition 28 Funding to hire qualified arts and music teachers, including specialists, and increase the availability of arts and music programs across all grade levels and /or Increase Arts Integration across other subject areas (e.g., incorporating visual arts in science lessons or using music to enhance literacy skills) to enrich the student learning experience.

Root Cause/Why: Ensure that all students in grades K-8 have equitable access to high-quality arts and music education, as funded through Proposition 28 (AMS). This includes expanding the number of arts and music courses, increasing student participation, and improving overall student performance and engagement in the arts.

Teaching and Learning

Teaching and Learning Summary

Sunset Elementary continues its long-standing tradition of maintaining high expectations for teaching and learning. The principal plays an active leadership role in driving instructional improvement aligned with the California Common Core State Standards (CCSS). Through regular classroom visits and instructional coaching, the principal ensures that instruction is rigorous, standards-based, and engaging for all students.

Key observations from classroom visits include:

- Effective classroom management strategies are consistently implemented schoolwide, with a clear emphasis on student engagement and participation.
- English Learners are supported through targeted academic vocabulary instruction and scaffolded lessons designed to meet their language development needs.
- Collaborative structures are used with increasing consistency across grade levels, fostering student discourse, peer interaction, and deeper understanding of content.
- Technology integration is evident in grades 2–6, where digital tools support and enhance CCSS-aligned instruction. Technology use continues to evolve toward more student-centered applications.

Data-Driven Instruction:

Teachers utilize multiple data sources—including CAASPP, ELPAC, Renaissance STAR, and district common formative assessments—to inform instruction, identify student needs, and plan interventions. Grade-level data reflection meetings are held regularly to analyze assessment results, adjust instruction, and ensure targeted supports are in place.

Designated and Integrated English Language Development (ELD) instruction is informed by ELPAC results and embedded within the CCSS framework, using the Benchmark Advance English Language Arts curriculum. All students receive the required instructional minutes in reading/language arts and mathematics.

Instructional Planning and Support:

Teachers submit unit outlines aligned to CCSS that include standards, instructional strategies, and assessment plans. Pacing guides ensure alignment with district benchmarks, and time is allocated for both intervention and enrichment.

Supplemental instructional and intervention materials include:

- Vocabulary Workshop (William Sadlier)
- Ready Common Core (Curriculum Associates, Grades 3–6)

All classrooms utilize SBE-adopted curriculum:

- English Language Arts: Benchmark Advance

- Mathematics: McGraw-Hill My Math

Targeted Support and Intervention:

Before- and after-school intervention programs, taught by credentialed teachers, support students who are not yet meeting grade-level benchmarks. These supports align with ESSA requirements for Title I schools and focus on closing achievement gaps.

Professional Learning and Research-Based Strategies:

Teachers continue to implement research-based strategies such as:

- Explicit vocabulary instruction
- Direct instruction
- Small group instruction
- SDAIE strategies

Teaching and Learning Strengths

Sunset Elementary School benefits from a highly qualified, collaborative, and student-centered teaching staff across all grade levels. With approximately 72.5% of students identified as English Language Learners, teachers prioritize the use of best instructional practices that support both language development and content mastery. Research-based strategies and scaffolds are integrated into daily instruction to ensure access to rigorous, standards-aligned curriculum for all learners.

All core instructional materials are State Board of Education (SBE) adopted and aligned with the California Common Core State Standards. Teachers use district-provided pacing guides and common formative assessments to sequence instruction effectively and provide consistent academic experiences across classrooms.

Students receive daily instruction in all core subjects that meets or exceeds the required state instructional minutes. Every student has access to the necessary materials and resources to engage fully in their learning. Instructional planning is guided by student data and a commitment to equity, ensuring that all students—especially English Learners—are supported in reaching academic success.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Based on 2025 CA Dashboard Students with Disabilities and Homeless (McKinney Vento) student groups were identified as low performing in Math in 2024 CAASPP. In English Language Arts (ELA) Homeless (McKinney Vento) student group was identified as low performing.

Root Cause/Why: Students with Disabilities and McKinney-Vento students need more support with content skills in English Language Arts and Math.

Needs Statement 2 (Prioritized): English Learners need strong integrated and designated instructional design, using ELD strategies that target their language needs.

Root Cause/Why: English Learners need to master the language and content foundational skills to have success in learning Common Core standards for their grade level.

Needs Statement 3: Sunset Elementary School needs to increase the consistent use of the CAASPP Interim Assessments across grade levels to support data-driven instruction.

Root Cause/Why: While current assessment practices provide some insight into student progress, there is a need for more frequent, standards-aligned formative data to inform instructional decisions, identify learning gaps, and tailor interventions. Utilizing the Interim Assessments will allow teachers to analyze student performance in real-time and adjust instruction accordingly, ultimately improving student achievement.

Parental Engagement

Parental Engagement Summary

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. . 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.

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.

Parental Engagement Strengths

Sunset parents participated in PIQE parent education classes which were held once a week for 10 weeks, focusing on helping their children with socioemotional learning. Parents received a diploma in a culminating graduation ceremony.

Families received the Parent and family engagement policy to all parents and guardians. A copy is provided to every family during the first 2 weeks of school and/or when students enroll. This policy describes the means for promoting parent and family engagement in school. Our school held an annual Back to School Night to inform parents about the right of parents to be involved in the school programs. The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Effective communication remains a high priority for families. Parents identified the need for multiple communication formats--including emails, texts, phone calls, flyers, and newsletters--to stay informed and engaged. Additionally, families are seeking opportunities for training and workshops that build their understanding of school processes and how to support student learning at home.

Root Cause/Why: Some parents may face language barriers, limited time, or lack of access to school systems, which can hinder their ability to fully engage in their child's education. Inconsistent or unclear communication in previous years has contributed to gaps in family participation and understanding of available resources.

Needs Statement 2 (Prioritized): Increase parent involvement and engagement to support their children's academic progress.

Root Cause/Why: Under Title 1, the school is responsible to provide parents supportive and effective opportunities assisting their children's learning and make them a key component to their students successes.

Needs Statement 3: Increase parent involvement and engagement to support children's academic progress.

Root Cause/Why: If parents become more involved in the education of their child, through parenting classes and parent engagement opportunities for this will translate into their child's academic success.

School Culture and Climate

School Culture and Climate Summary

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 students. Surveys for parents and students were conducted 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 ELA and Math unit assessments. Parents also requested parenting classes that focused on building their capacity to deal with their child's socioemotional health and current cultural and societal challenges (social media, vaping and mental health).

School Culture and Climate Strengths

Positive and healthy school culture and school climate are the foundations of our high quality learning environment that creates the conditions for effective teaching and learning to occur in our school. We continued to use PBIS and restorative practices to support student behavior and discipline. Our Outreach Consultant monitored students' attendance and established strong communication with families to encourage student attendance (daily robo-calls home, attendance letters and recognition for perfect attendance).

Sunset's priority for this school year was to make sure that we provided our students with social emotional support, as a foundation for students' academic growth. Our district contracted a social worker (school-based therapist) through South Bay Community Services to assist students, either individually or groups, with socioemotional well-being activities and mental health needs. We also partnered with San Ysidro Health (YES Program) to provide counseling referrals for students who needed more in-depth mental health support.

We also focused on strengthening our school safety plan and emergency procedures to ensure school safety.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1: Although most parents (91%) reported feeling welcome at Sunset Elementary, a small percentage indicated inconsistent or negative experiences. This points to a continued need for intentional strategies to ensure a welcoming and inclusive environment for all families, particularly those who may feel marginalized or underrepresented.

Root Cause/Why: Not all families may see themselves reflected in school culture or decision-making spaces. Language differences, cultural misunderstandings, and prior negative experiences may contribute to feelings of exclusion or limited involvement. Focused efforts are needed to build trust and inclusion across all stakeholder groups.

Needs Statement 2 (Prioritized): Socioemotional Support: Sunset has identified strategies to support the emotional well-being of our students through observational data, as well as survey data, referrals for behavioral/mental health supports, and through direct input from stakeholders who identified an increased need for the students in the area of mental health.

Root Cause/Why: Providing our students support for developing a growth mindset, self-efficacy, social awareness, and self-management.

Needs Statement 3: School culture and climate can be improved school-wide through a strengthened and well supported PBIS and restorative practices .

Root Cause/Why: Improve discipline, school connectedness and socioemotional well being for all students, specially students with behavioral and socioemotional challenges.

Needs Statement 4 (Prioritized): Continue to improve school safety procedures in the area of campus security and emergency drills ("Active-shooter drills").

Root Cause/Why: School culture and climate are strengthened when students and staff feel safe at school and are prepared to deal with emergency situations.

Needs Statement 5 (Prioritized): Monitor PBIS and restorative practices regularly to support next steps for student behavior and discipline.

Root Cause/Why: Improve discipline, school connectedness and socioemotional well being for students with behavioral issues.

Needs Statement 6 (Prioritized): The school needs Outreach Consultant to provide support to families who have students who struggle with attendance or school connectedness, which may include the following resources: uniforms, shoes, nutrition and health services (mobile clinic).

Root Cause/Why: Some families struggle with student attendance, which can affect student learning and socioemotional well being.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	Sunset Elementary students will show a minimum of 5% growth through an increase in the percentage of students scoring at the levels of Standards Met and Standards Exceeded on the CCSS in Language Arts and Math, as evidenced by the CAASPP and/or grade level unit assessments in ELA and Math by June 2026.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English Learners need strong integrated and designated instructional design, using ELD strategies that target their language needs.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Unit Assessment Data 2024-25	ELA: GR K-2 ALL: 65% EL: 61% SWD: 48% GR 3-6 ALL: 55% EL: 41% SWD: 45% LTELs -57% MATH: GR K-2 ALL: 79 % EL: 74% SWD: 65% GR 3-6 ALL: 62% EL: 54% SWD: 32% LTELs-57%	By 2026, the Percentage of students who met or exceeded standards will increase by 5%.
CAASPP California Dashboard -ELPI 2024	In 2024 ELPAC, 45.8% of English Learners made annual expected progress toward English proficiency.	55% of English Learners will make incremental growth of one level or maintain the highest level (4), as measured by ELPAC in 2025-26.
2024 CAASPP/SBAC Math	2024 CAASPP/SBAC data shows -24.06% in Math.	Percentage of students who meet or exceed standards will increase by 5% in 2025-26.
2024 CAASPP/SBAC ELA	2024 CAASPP/SBAC data shows 32.02% of students met or exceeded standards in ELA.	Percentage of students who meet or exceed standards will increase by 5% in 2025-26.

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	ACCELERATION OF STUDENT LEARNING: Intervention-Support teacher will assist teachers in providing small group instruction to students who struggle with reading literacy and math foundational skills.	Students with Disabilities, Foster Youth, Low Income, English Learners, All Students		Title I Regular
1.1.2	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. Grade level unit assessments will provide benchmarks to gauge student progress on mastery of state standards. 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.	All Students		District Funded
1.1.3	Teachers will reflect on CCSS-aligned common assessments at the end of each unit in Language Arts and Math to guide instruction and identify students who may require additional support to accelerate their learning (Data Reflection Sessions).	English Learners, Foster Youth, Low Income, Students with Disabilities		District Funded
1.1.4	Student Study Team (SST) will conduct meetings to provide input on how to assist 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 accelerate student learning.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		District Funded

1.1.5	ACCELERATION OF STUDENT LEARNING -CCSS Supplemental Resources to target students according to their academic needs and provide differentiated practice for struggling students Examples: Ready Common Core, Science Interactive Workbooks, Literature for classroom libraries, and student class folders. This includes supplemental computer software programs that target instructional goals, academic vocabulary and digital formative assessment practice (Imagine Learning and Math, GoFormative by Newsela and Renaissance products).	All Students		Title I Regular Account Code: 5000–5999 Services and Other Operating Expenditures
1.1.6	PROFESSIONAL DEVELOPMENT- Teachers will receive professional development in research- based instructional strategies to support the academic needs of students. The district will provide ongoing professional development to support teachers in the areas of educational technology, 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. Additionally, they will 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). In addition, resource teachers provide direct support for teachers as requested by school site administration. Site teacher tprofessional development follows district PD goals and incorporate areas of need in English Language Arts, ELD, Writing and Math. Cost for substitutes to give teachers release time for the sessions is allocated.	All Students		Title I Regular
1.1.7	Instructional aides will assist teachers with small group instruction for students who struggle with reading and/or math by providing them academic intervention through targeted standards instruction. Instructional aides will work extra hours to assist students who struggle with reading and/or math by providing them academic intervention through targeted small group standards instruction.	Students with Disabilities, Low Income, Foster Youth, English Learners		Title I Regular
1.1.8	Ensure access to devices (Chromebooks) and connectivity for all students. 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.	All Students		District Funded
1.1.9	ACCELERATION OF STUDENT LEARNING -CCSS Supplemental Resources to target students' academic needs. Examples: Ready Common Core, Teachers Pay Teachers (TpT), Science Interactive Workbooks, Literature for classroom libraries, and student class folders. Supplemental computer programs that target instructional goals and provide differentiated practice for struggling students (Imagine Math Facts, Analytical Thinking)	All Students		Title I Regular

1.1.10	English Learner Programs-Implement English Learner programs (i.e. Structured English Immersion, Dual Language One-Way) that promote bilingualism and where students develop an appreciation for diverse cultures, including their own.	English Learners		
1.1.11	Continue to support, monitor and evaluate the services for English Learners to ensure students acquire proficiency in English meeting the goal of reclassification within five years. Staff will monitor data to support student intervention through Data Reflection Meetings and Progress	English Learners		
1.1.12	Engage instructional staff in professional learning in the area of English Language Acquisition and ELD Standards Instruction (CA EL Roadmap, GLAD). Teachers will refine their instructional practices to increase English Learners' level of proficiency on ELPAC.	English Learners		

Annual Review

SPSA Year Reviewed: 2024-2025

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Throughout the 2024-25 school year, the SPSA was revisited regularly during monthly School Site Council (SSC), ELAC, parent, and staff meetings to ensure ongoing alignment with student needs and site goals. Intervention support teacher played a critical role in accelerating learning for students who experienced disruptions in their education or were in the process of acquiring English. The strategic use of instructional aides in classrooms--particularly during guided reading groups--proved highly effective in supporting students struggling with foundational literacy skills.

To support English Learners, Sunset Elementary implemented both Dual Language and Structured English Immersion (SEI) programs. Teachers working with English Learners engaged in regular progress monitoring to support student growth and advance reclassification efforts. These strategies and activities were part of the initiatives outlined under Goal 2 of the 2024-25 SPSA.

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

Due to budget limitations, the funding necessary to hire and sustain the Impact Teacher position was not available. As a result, the school was unable to implement this strategy as planned. This gap between intention and implementation limited Sunset Elementary's ability to deliver consistent, structured intervention during the school day. Consequently, support for students struggling with foundational skills had to rely solely on existing staff capacity, which may have reduced the overall effectiveness and reach of intervention efforts outlined in the SPSA.

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.

As a result of the analysis of Goal 1 (Student Achievement), a key modification will be made to improve the implementation and impact of technology-based instructional tools. Several technology programs and licenses that were originally budgeted for were delayed in procurement or not effectively used due to limited training and technical support. This reduced their effectiveness in supporting student learning, especially for English Learners and at-risk students.

To address this, Sunset Elementary will provide targeted professional development on GoFormative, a digital assessment and engagement tool, during the upcoming school year. This training will ensure that teachers can effectively integrate GoFormative into instruction to monitor student progress, provide timely feedback, and differentiate learning.

These changes are reflected in Goal 1, Strategy 1.3 of the updated SPSA, which outlines the revised professional development plan and adjusted timeline for technology implementation. The metric tracking the use of digital tools in instruction will also be updated to include teacher participation in GoFormative training sessions and regular usage in classrooms.

Goal 2.1

Goal #	Description
Goal 2.1	As of the 2023-24 academic year, Sunset School has achieved a Blue rating on the California School Dashboard for its suspension rate, indicating a low incidence of suspensions and a positive school climate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
mySAEBRS 24-25 - Given 3 times a year during fall, winter, and spring.	24-25 Average: Tier 1 Low Risk - 77% Tier 2 Some Risk - 20% Tier 3 High Risk - 3%	By June 2026: Tier 1 Low Risk - 78% Tier 2 Some Risk - 20% Tier 3 High Risk - 2%
California Dashboard Fall 2024 Chronic Absenteeism	Chronic Absenteeism for Sunset Elementary for 2024 indicate the following: 23.8 % Chronically Absent - Declined - Orange	Expected outcome for June 2026 Chronic Absenteeism will decline 0.5 to 2.9 points - ORANGE
California Dashboard Fall 2024 Suspension Rates	Suspension School indicators for Sunset Elementary for 2024 indicate the following: 0.5% suspended at least one day - Declined - Blue	Expected outcome for June 2026 suspension rates will maintain on BLUE
School Facilities Report- Williams Inspection	2024-25 Fit Report "Good"	Expected Outcome - Improve the 2025 -26 Fit Report as per the 2024-25 Fit Report.

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	School-wide implementation of trauma-informed practices and Positive Behavior Intervention Support model (PBIS) that targets student socio- emotional needs. Sunset will implement a three-tiered mental health and socioemotional well being support system which includes socioemotional curriculum, counseling referrals and evaluation. Since Positive Behavior Interventions & Supports (PBIS) is a researched-based model that improves socioemotional and academic success for all students, including students with disabilities and students in underrepresented groups, it is important to support its effective implementation and efficiency in school. Sunset School will monitor PBIS and restorative practices regularly to support equity in school, using research-based, scientifically validated interventions to deal with discipline and behavior issues. A PBIS district-led initiative will support school teams in the implementation of PBIS, including regular meetings and School Climate Conferences. Sunset School's PBIS team includes the following: Principal, Psychologist, Resource Teacher, Intervention-Support Teacher and Outreach Consultant. This team will implement PBIS that will assist students with socioemotional needs.	All Students		
2.1.2	Provide trauma informed professional learning for all staff to ensure a deeper understanding of student/community needs to help build resiliency in our students by refining the lens of support to ensure the development of improved school connectedness and social emotional development for all students including unduplicated students. This will include staff professional development for Restorative Practices and discipline options for students with severe behavioral needs and resources to support their implementation. Sunset will provide staff training to address discipline options for students with extreme behavior needs. Staff will also receive stress and anxiety resources to support their mental health and well being.			
2.1.3	Sunset will have an social worker (therapist) on site to support mental health and engage students who need additional social emotional support in small group and/or 1:1 services.	All Students		
2.1.4	School will promote a college ready school campus, where each classroom represents a university and staff maintains high expectations to have for each student to have the opportunity and preparation to go to college	All Students		District Funded
2.1.5	School will fully implement all district policies and procedures as they relate to student safety and emergency procedures on campus (School Safety Plan), which include emergency drill procedures (including lockdown/active-shooter drills, where staff, students and parents can be better prepared to deal with these emergency situations). Campus Security will assist with general campus supervision to ensure the safety and welfare of students and staff.	All Students		

2.1.6	The District's Student and Family Services Manager (SFSM) will continue to work with the Outreach Consultants to take a trauma informed approach when supporting families/students with engagement and attendance issues to support the development of improved school connectedness and social emotional supports for all students including unduplicated students.	Foster Youth, Students with Disabilities, Low Income, All Students		
2.1.7	Sunset will continue to cultivate a school wide culture of student attendance, using a research-based approach to deal with absenteeism and communication with families. Outreach Consultant will be responsible for assisting the school in monitoring and increasing attendance 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, nudge letters and on-going communication to aid families struggling with absenteeism. All communication will be conducted in a caring, trauma-informed approach.	All Students		

Annual Review

SPSA Year Reviewed: 2024-2025

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

To meet the goal of providing a positive, safe, and welcoming environment at Sunset Elementary, several strategies were implemented. These included the school-wide use of Positive Behavior Intervention and Supports (PBIS), a trauma-informed approach, and a three-tiered mental health support system. These strategies aimed to build students' resilience and equip them with the necessary socio-emotional skills to thrive academically and in their community.

Although the School Climate Conference could not be attended due to budget constraints, the PBIS team, which included the Principal, Psychologist, Resource Teacher, Intervention-Support Teacher, and Outreach Consultant, met bi-weekly to assess student needs and implement interventions. This ongoing collaboration allowed Sunset to continue providing targeted support for students and ensure a safe, drug-free learning environment.

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

Due to budget constraints, Sunset was unable to participate in the School Climate Conference. Despite this setback, the PBIS team--which includes the Principal, School Psychologist, Resource Teacher, Intervention-Support Teacher, and Outreach Consultant--met bi-weekly to review student socioemotional data, coordinate

supports at each tier level, and ensure interventions were aligned with identified student needs. These ongoing meetings allowed the team to sustain the momentum of the PBIS initiative by monitoring progress, refining strategies, and responding proactively to student behavior and emotional needs. This collaborative approach helped maintain a focus on equity and support for English Learners and students from underrepresented groups, even in the absence of district-provided training opportunities.

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.

To strengthen the implementation of the strategies and better align with the school's needs, the following changes could be considered:

1. **School Climate Conference and District Support:** Since the School Climate Conference was unattainable due to budget constraints, the strategy could be modified to include alternative professional development or support systems. This could involve virtual conferences or regional events that provide similar insights into school climate best practices. Additionally, expanding collaboration with other schools or districts for shared resources could reduce costs.
2. **Expanded PBIS and Mental Health Resources:** Although the PBIS team has been meeting bi-weekly, the plan could include more frequent check-ins or collaborative sessions with external experts in PBIS or mental health. This would ensure the team is aligned with the latest practices and provide more comprehensive support for students at various tier levels. Further, including data-driven feedback loops to measure the effectiveness of the interventions could refine the approach.
3. **Enhanced Socio-Emotional Curriculum:** Given the importance of socio-emotional development, Sunset could consider integrating a more formalized socio-emotional curriculum across all grades, such as the Second Step program or similar research-based tools. Implementing regular classroom lessons alongside PBIS practices can ensure that the socio-emotional needs of all students are met consistently.
4. **Resource Reallocation:** To address the gap left by the lack of a School Climate Conference, resources could be redirected toward peer-to-peer training or teacher workshops on implementing PBIS effectively within the classroom. Teacher buy-in is critical to ensure that PBIS principles are consistently applied across all school environments.

Goal 3.1

Goal #	Description
Goal 3.1	Sunset will promote active parent involvement and engagement activities that acknowledges the value of parents in the education of students and provide the support needed to assist families with their unique needs as measured by increase in 5% increase in parent participation in parent events (Coffees with the Principal, Parenting Classes, Back-to-School Night and Open House) by June 1, 2026.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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 baseline includes parent participation rate to parent meetings and school activities and events as measured by sign-in sheets and other methods of gathering participation data.	Increase parent participation parents meetings, trainings and school activities in 2025-26 by providing a welcoming, supportive environment and building collaborative relationships families.

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Sunset will maintain effective and compliant parent advisory groups (SSC, ELAC, Title 1 PAC). Parent representatives will continue to provide valuable input from all families to support the education of all students. The Parent and Family Engagement Policy and Parent Compact (approved by the School Site Council) will promote stakeholder engagement to inform Sunset's School;s decisions as we meet the unique needs of our community.			

3.1.2	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.			
3.1.3	The Outreach Consultant will be responsible for assisting the school with effective parent communication (robo calls, emails, Peachjar fliers) and supporting the development of school advisory groups and any applicable meetings			
3.1.4	Provide parenting support through parenting classes that target students with socio-emotional challenges and behavioral needs (Classes conducted by PIQE)			Title I Parent Involvement Account Code: 5000–5999 Services and Other Operating Expenditures
3.1.5	Sunset will hold Back to School Night and Open House that provide a welcoming environment and build relationships with parents. Staff will inform parents about curricular programs and student academic progress.			
3.1.6	Sunset will establish community partnerships to assist the school and families with community resources and services (San Diego Food Bank Snack Club, 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 SARF 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. As the restrictions of parents and volunteers on campus are lifted, the school support staff will be intentional in making parents feel valued and supported.			District Funded

Annual Review

SPSA Year Reviewed: 2024-2025

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

left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Sunset Elementary has implemented a comprehensive set of strategies to foster active parent involvement and engagement, which is key to enhancing the educational experience of students. The school has focused on effective communication through the Outreach Consultant, ensuring that parents are consistently informed about events and activities via methods such as robo calls, emails, and Peachjar fliers. In addition, the school has provided targeted support to families with socio-emotional and behavioral needs by offering parenting classes led by the PIQE. This approach helps families address specific challenges while enhancing their ability to support their children's education.

The school has also focused on building strong relationships with parents through events like Back-to-School Night and Open House. These events create a welcoming environment where parents can learn about the curriculum and their child's academic progress, fostering a sense of community and partnership. Community partnerships have also been vital, with resources such as the San Diego Food Bank Snack Club, student uniforms, and other services supporting families in need. Additionally, the District's Student and Family Services Manager (SFSM) plays an essential role in ensuring that homeless children, foster youth, and families receive the necessary support for enrollment, transportation, housing, and health services. As campus restrictions ease, Sunset Elementary has continued to prioritize making parents feel valued and supported, ensuring that all families have the resources and engagement opportunities needed to help their children succeed.

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

Initial participation in the ELAC (English Learner Advisory Committee) was a concern at Sunset Elementary, as there was a low turnout from parents, which hindered the committee's ability to fully engage with the community. The lack of involvement meant that many voices and perspectives, particularly from English Learner families, were not being heard, limiting the committee's effectiveness in addressing their unique needs and concerns. This underrepresentation was a challenge in creating an inclusive environment where families could actively participate in the decision-making process related to their children's education. Efforts were made to improve engagement, but it was clear that additional strategies would be needed to increase awareness and foster a stronger sense of involvement within the ELAC.

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.

To recruit parent and community members for the English Learner Advisory Committee (ELAC), School Site Council (SSC), and other advisory groups, Sunset Elementary will use a variety of outreach strategies designed to promote inclusive and active family engagement. The principal will host monthly Coffee with the Principal meetings to share information about Title I programs, academic interventions, curriculum, assessments, and Special Education services. These meetings, along with events such as Back to School Night and Open House, will provide welcoming opportunities to build relationships and inform families about ways to participate in school decision-making. Sunset will maintain effective and compliant advisory groups by actively seeking parent nominations and encouraging involvement through multiple communication channels, including robocalls, ClassDojo, newsletters, the school website, monthly calendars, and the school marquee. The School-Parent Compact and Parent and Family Engagement Policy, approved by SSC, will guide Sunset's commitment to authentic stakeholder engagement and ensure that diverse voices are represented in shaping school programs.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
There are no federal funds indicated in this plan.	

Subtotal of additional federal funds included for this school:

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 (\$)
There are no state or local funds indicated in this plan.	

Subtotal of state or local funds included for this school:

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

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
Leticia Reynoso	ELAC

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 (No date indicated.)

Attested:

Principal, Matthew Bandy on (No date indicated.)
SSC Chairperson, Lesley Ruiz on (No date indicated.)