School Year: **2023-24**

School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

School Name	Sunset Elementary School
Address	1671 Frankfurt Way Livermore, CA 94550
County-District-School (CDS) Code	01-61200-6097661
Principal	Thomas Fletcher
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	09/25/2023
Schoolsite Council (SSC) Approval Date	10/18/2023
Local Board Approval Date	11/14/2023

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

Table of Contents

SPSA Title Page 1
Table of Contents....2
School Vision and Mission 4
School Profile....5
Educational Partner Involvement 6
School and Student Performance Data 7
Student Enrollment....7
CAASPP Results....9
ELPAC Results 13
Physical Fitness Test Results (PFT) 2018-19....16
California Healthy Kids Survey....17
Student Population....18
Overall Performance 20
Academic Performance....22
Academic Engagement 27
Conditions & Climate....29
Annual Review and Update 31
Goal 1....31
Goal 2....35
Goal 3....39
Goals, Strategies, & Proposed Expenditures....41
Goal 1....41
Goal 2....44
Goal 3....47
Budget Summary and Consolidation 49
Budget Summary 49
Allocations by Funding Source....49
Expenditures by Budget Reference 50
Expenditures by Budget Reference and Funding Source 51
School Site Council Membership 52
Recommendations and Assurances 53
Addendum....54
Instructions: Linked Table of Contents....54
Appendix A: Plan Requirements for Schools Funded Through the ConApp....57
Appendix B: Select State and Federal Programs....59
Appendix C: Centralized Services for Planned Improvements in Student Performance....60

Appendix D: Programs Included in this Plan 61
Appendix E: Planned Improvements in Student Performance 62
Appendix H 63
Appendix I 64
Appendix J 67

What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations. 67

What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement. 67

How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs. 67

School Vision and Mission

THE STORY:

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

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

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

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

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

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

Principal and staff visibility, coupled with availability to parents during peak times such as student arrival and departure, is representative of our efforts to informally engage and converse with our families. During this third year back from

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

School Profile

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

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

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

Sunset Profile

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

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

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

In the fall of 2007, we were nominated to apply for the California Distinguished School Award following an Academic Performance Index (API) score of 913. Following an extensive application process and site visit, we were honored with this award in May 2008.

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

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

We serve a diverse student population: 58.5% White, 22.3% Asian, 16.9% Hispanic/Latino, 1.4% Black or African American, .8% American Indian, .1% native Hawaiian, 8.1% Students with Disabilities, 21.4% Socioeconomically Disadvantaged, and 5% English Language Learner.

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) will be provided a digital draft of the SPSA for review in advance of our first SSC meeting in October, 2023. At the meeting, SSC members will be provided an opportunity to provide feedback to the principal. Feedback will be taken into consideration and revisions will be made prior to submission for Board approval. The English Language Advisory (ELAC) committee will be presented the executive summary and presented data. The SPSA will be monitored during the school year via SSC meetings. Additionally, our Instructional Leadership Team (ILT) meets monthly in ongoing effort to monitor the SPSA.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.96%	0.4%	1	7	3
African American	1.2%	0.82%	1.19%	9	6	9
Asian	13.2%	15.16%	18.39%	98	111	139
Filipino	1.2%	1.37%	1.46%	9	10	11
Hispanic/Latino	16.5%	15.85%	16.27%	123	116	123
Pacific Islander	%	%	0%			0
White	56.6%	53.42%	51.85%	421	391	392
Multiple/No Response	11.0%	12.43%	10.45%	82	91	79
			Total Enrollment	744	732	756

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	129	132	130
Grade 1	123	108	129
Grade 2	123	124	120
Grade3	121	122	130
Grade 4	126	119	124
Grade 5	122	127	123
Total Enrollment	744	732	756

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	41	41	37	5.50%	5.6%	4.9%
Fluent English Proficient (FEP)	64	71	90	8.60%	9.7%	11.9%
Reclassified Fluent English Proficient (RFEP)	8			19.5%		

Conclusions based on this data:

1. Sunset historically serves a small population of ELs averaging 5.5% of the student population over the last three years.
2. We have maintained a minimum of 19% of our ELs being reclassified as English proficient each year over the last three years.
3. We experienced a drop in percentage of our ELs being reclassified as English proficient from 2018-19 to 2020-21.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	119	122	130	110	118	127	109	118	127	92.4	96.7	97.7
Grade 4	123	121	123	112	119	121	112	119	121	91.1	98.3	98.4
Grade 5	115	125	122	110	122	120	110	122	120	95.7	97.6	98.4
All Grades	357	368	375	332	359	368	331	359	368	93.0	97.6	98.1

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2483.	2479.	2482.	55.96	50.85	51.97	18.35	22.88	23.62	14.68	18.64	14.17	11.01	7.63	10.24
Grade 4	2504.	2545.	2518.	36.61	60.50	42.98	29.46	23.53	28.93	18.75	8.40	17.36	15.18	7.56	10.74
Grade 5	2558.	2551.	2567.	39.09	37.70	45.83	35.45	31.15	34.17	13.64	16.39	14.17	11.82	14.75	5.83
All Grades	N/A	N/A	N/A	43.81	49.58	47.01	27.79	25.91	28.80	15.71	14.48	15.22	12.69	10.03	8.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	46.79	34.75	43.31	44.04	56.78	48.03	9.17	8.47	8.66
Grade 4	33.33	45.38	38.84	57.66	51.26	54.55	9.01	3.36	6.61
Grade 5	40.91	39.34	35.00	51.82	47.54	61.67	7.27	13.11	3.33
All Grades	40.30	39.83	39.13	51.21	51.81	54.62	8.48	8.36	6.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	35.19	37.61	33.86	54.63	53.85	52.76	10.19	8.55	13.39
Grade 4	27.93	38.14	23.97	61.26	57.63	64.46	10.81	4.24	11.57
Grade 5	30.00	36.07	38.33	57.27	52.46	54.17	12.73	11.48	7.50
All Grades	31.00	37.25	32.07	57.75	54.62	57.07	11.25	8.12	10.87

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	21.50	20.34	22.83	68.22	73.73	70.87	10.28	5.93	6.30
Grade 4	16.36	16.81	23.14	73.64	78.99	69.42	10.00	4.20	7.44
Grade 5	26.36	23.77	19.17	68.18	71.31	74.17	5.45	4.92	6.67
All Grades	21.41	20.33	21.74	70.03	74.65	71.47	8.56	5.01	6.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	32.11	33.90	27.56	57.80	56.78	59.84	10.09	9.32	12.60
Grade 4	23.21	34.45	19.83	66.96	61.34	71.07	9.82	4.20	9.09
Grade 5	34.55	27.87	35.00	60.00	62.30	55.83	5.45	9.84	9.17
All Grades	29.91	32.03	27.45	61.63	60.17	62.23	8.46	7.80	10.33

Conclusions based on this data:

1. Due to the COVID-19 pandemic, the CAASPP was not administered in Spring 2020. The following is analysis is based on the last two years of CAASPP data, not three.
2. Our overall percentage of students demonstrating Standard Met or Exceeded increased in 21/22 from 72% to 75%. The percentage of students performing Below Standard decreased by 3% from 20/21, demonstrating growth. The largest growth in ELA overall data was the 4th grade. They increased 17% percent from 21/22 while the 3rd grade stayed the same at 74% meeting achievement standards.
3. The largest percentage of not meeting achievement standards was the 5th grade. They had 31% Below Standard, which was a decrease in 2% from 21/22.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	119	122	130	114	119	128	114	119	128	95.8	97.5	98.5
Grade 4	123	121	123	110	119	122	109	119	122	89.4	98.3	99.2
Grade 5	115	125	122	110	123	120	110	123	120	95.7	98.4	98.4
All Grades	357	368	375	334	361	370	333	361	370	93.6	98.1	98.7

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2471.	2489.	2490.	34.21	44.54	45.31	37.72	33.61	35.16	17.54	15.97	10.16	10.53	5.88	9.38
Grade 4	2510.	2548.	2514.	29.36	52.94	31.15	38.53	28.57	33.61	22.02	15.13	28.69	10.09	3.36	6.56
Grade 5	2552.	2532.	2579.	38.18	35.77	52.50	28.18	21.95	23.33	20.00	21.14	15.00	13.64	21.14	9.17
All Grades	N/A	N/A	N/A	33.93	44.32	42.97	34.83	27.98	30.81	19.82	17.45	17.84	11.41	10.25	8.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	42.11	48.74	51.56	44.74	42.02	39.06	13.16	9.24	9.38
Grade 4	40.37	56.30	39.34	48.62	40.34	52.46	11.01	3.36	8.20
Grade 5	39.09	33.33	50.83	42.73	46.34	43.33	18.18	20.33	5.83
All Grades	40.54	45.98	47.30	45.35	42.94	44.86	14.11	11.08	7.84

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	39.47	46.22	42.97	50.00	47.06	49.22	10.53	6.72	7.81
Grade 4	34.86	48.74	28.69	54.13	38.66	59.02	11.01	12.61	12.30
Grade 5	32.73	30.08	43.33	54.55	49.59	50.00	12.73	20.33	6.67
All Grades	35.74	41.55	38.38	52.85	45.15	52.70	11.41	13.30	8.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	39.47	38.66	46.09	52.63	55.46	49.22	7.89	5.88	4.69
Grade 4	27.52	52.94	29.51	55.96	41.18	63.11	16.51	5.88	7.38
Grade 5	30.00	21.95	45.00	59.09	63.41	47.50	10.91	14.63	7.50
All Grades	32.43	37.67	40.27	55.86	53.46	53.24	11.71	8.86	6.49

Conclusions based on this data:

1. Due to the COVID-19 pandemic, the CAASPP was not administered in Spring 2020. The following is analysis is from the last two years of CAASPP data.
2. Our overall percentage of students demonstrating Standard Met or Exceeded increased from 68% to 72%. The percentage of students performing Below Standard decreased by 4% from 2020/21.
3. Our 3rd grade increased the percentage of students demonstrating Standard Met or Exceeded by 6% with 78%.
   Our 4th grade increased the percentage of students demonstrating Standard Met or Exceeded by 15% with 82%.
   Our 5th grade decreased the percentage of students demonstrating Standard Met or Exceeded by 10% with 58%.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1449.4	*	*	1466.5	*	*	1409.1	*	8	12	7
1	*	*	1446.1	*	*	1463.0	*	*	1428.8	8	5	11
2	*	*	*	*	*	*	*	*	*	8	7	*
3	*	*	*	*	*	*	*	*	*	4	7	6
4	*	*	*	*	*	*	*	*	*	*	4	6
5	*	*	*	*	*	*	*	*	*	4	*	4
All Grades										35	38	37

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	16.67	*	*	50.00	*	*	33.33	*	*	0.00	*	*	12	*
1	*	*	0.00	*	*	45.45	*	*	27.27	*	*	27.27	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.43	21.05	18.92	37.14	44.74	37.84	22.86	21.05	27.03	8.57	13.16	16.22	35	38	37

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	41.67	*	*	25.00	*	*	25.00	*	*	8.33	*	*	12	*
1	*	*	36.36	*	*	27.27	*	*	27.27	*	*	9.09	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	39.47	48.65	40.00	26.32	16.22	11.43	21.05	21.62	5.71	13.16	13.51	35	38	37

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33	*	*	16.67	*	*	66.67	*	*	8.33	*	*	12	*
1	*	*	0.00	*	*	36.36	*	*	9.09	*	*	54.55	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	10.53	0.00	34.29	21.05	32.43	25.71	47.37	35.14	20.00	21.05	32.43	35	38	37

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	41.67	*	*	50.00	*	*	8.33	*	*	12	*
1	*	*	36.36	*	*	63.64	*	*	0.00	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.57	36.84	35.14	42.86	55.26	54.05	8.57	7.89	10.81	35	38	37

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	33.33	*	*	58.33	*	*	8.33	*	*	12	*
1	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	54.29	44.74	48.65	34.29	39.47	29.73	11.43	15.79	21.62	35	38	37

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33	*	*	91.67	*	*	0.00	*	*	12	*
1	*	*	9.09	*	*	36.36	*	*	54.55	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	10.53	5.41	54.29	71.05	54.05	25.71	18.42	40.54	35	38	37

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	33.33	*	*	33.33	*	*	33.33	*	*	12	*
1	*	*	0.00	*	*	54.55	*	*	45.45	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.43	26.32	18.92	54.29	44.74	59.46	14.29	28.95	21.62	35	38	37

Conclusions based on this data:

1. Due to the COVID-19 pandemic, the ELPAC was not administered in the 19-20 school year. The following is an analysis of 20/21 and 21/22 data. Overall performance levels are: 19% of our English Language Learners are at Level 4, 45% of our English Language Learners are at Level 3, 2% of our English Language Learners are at Level 2, and 1% of our English Language Learners are at Level 1.

2. Our highest percentage of students performing in the well developed range is in the speaking category with 80%. A high percentage of our ELLs are just one level below well developed. Reading is a focus, which presents an opportunity to move students to the well developed category through small group instruction, reading intervention, and designated instruction in English. Reading support and direct instruction for our ELs are areas of focus for us.

School and Student Performance Data

Physical Fitness Test Results (PFT) 22/23

	Number of Students Tested
Total student tested = 121	
Aerobic Capacity	115
Abdominal Strength and Endurance	120
Trunk Extensor Strength and Flexibility	121
Upper Body Strength and Endurance	120
Flexibility	121

Physical Fitness Test Results (PFT) 2018-19

	Number of Students Tested
Total student tested = 124	
Aerobic Capacity	124
Body Composition	124
Abdominal Strength and Endurance	124
Trunk Extensor Strength and Flexibility	124
Upper Body Strength and Endurance	124
Flexibility	124

Conclusions based on this data:

1. Due to the COVID-19 pandemic, the California Physical Fitness Test (PFT) was not administered in Spring 2020 or 2021. The following is analysis of Spring 2021 PFT data.
2. The Spring 2022 PFT was a pass/no pass test and all students who participated received credit.
3. We did not test body composition for the Spring of 2022

California Healthy Kids Survey

Elementary Schools Grade 5:		Table
• School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	72 %	4.7
• Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	83 %	4.7
• Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	82 %	6.1

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

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
732	**8.2**	**5.6**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Sunset Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	41	5.6
Foster Youth		
Homeless	1	0.1
Socioeconomically Disadvantaged	60	8.2
Students with Disabilities	61	8.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.8
American Indian	7	1.0
Asian	111	15.2
Filipino	10	1.4
Hispanic	116	15.8
Two or More Races	91	12.4
Pacific Islander		
White	391	53.4

Conclusions based on this data:

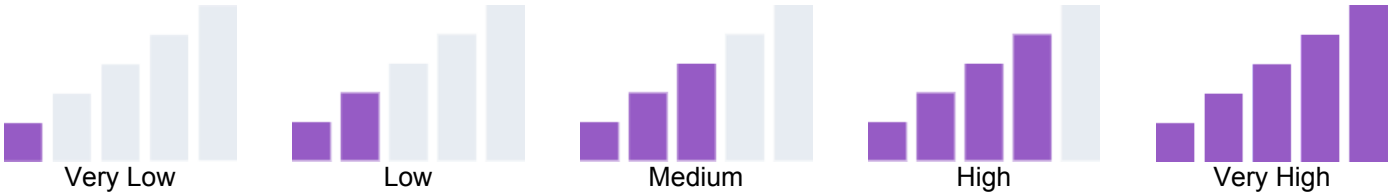
1. Our demographics continue to remain consistent from year to year.
2. Our largest demographic increase from 2018/19 to 2022/23 was 14.69% in our Asian population.
3. Our largest demographic decrease from 2018/19 to 2022/23 was 4.93% in our white population.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: High	Suspension Rate: Very Low
Mathematics: Very High		
English Learner Progress: No Performance Level		

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	1	0	1	3

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	
57.2 points above standard	30.7 points above standard	
352 Students	29 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level	Low
	14.6 points above standard	13.1 points below standard
	24 Students	38 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students	No Performance Level 2 Students	Very High 86.8 points above standard 51 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High 36.0 points above standard 57 Students	Very High 50.5 points above standard 50 Students		Very High 56.9 points above standard 183 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
76.3 points below standard 12 Students	106.2 points above standard 17 Students	53.8 points above standard 292 Students

Conclusions based on this data:

1. All student groups maintained their performance levels or increased. Our Asian student group represents our highest performing student group with 86.8 points above average.
2. With our Students with Disabilities experienced a 21.8 point gain the previous year, this decrease of 10.4 points below standard has us moving further away from closing the achievement gap. Our prior two years showed a two year increase of 57.1 points. Students with Disabilities are now 13.1 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

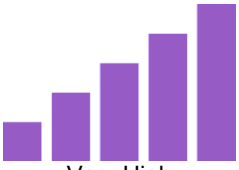
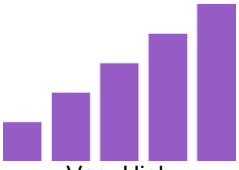
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	1	1	3

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	
39.9 points above standard	53.8 points above standard	
353 Students	29 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level	Medium
	13.4 points below standard	0.3 points below standard
	24 Students	38 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students	No Performance Level 2 Students	Very High 87.1 points above standard 51 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High 8.1 points above standard 57 Students	 Very High 39.2 points above standard 50 Students		 Very High 35.8 points above standard 184 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
4.1 points below standard 12 Students	94.6 points above standard 17 Students	32.5 points above standard 293 Students

Conclusions based on this data:

1. All student groups maintained their performance levels or increased. The largest of those groups being our Reclassified English Learners with 94.6 points above standard. Our Asian student group is our second highest subgroup behind our Reclassified English Learners.
2. Our Students with Disabilities experienced a 14 point gain, moving further toward closing the achievement gap with a three year increase of 63.2 points. Students with Disabilities are now just .3 points Below Standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

73.9 making progress towards English language proficiency

Number of EL Students: 23 Students

Performance Level: No Performance Level

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

2022 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
13.0%	13.0%	0.0%	73.9%

Conclusions based on this data:

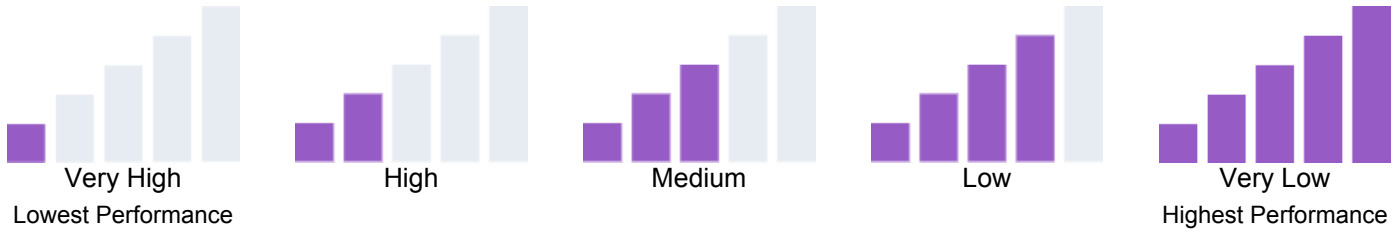
1. 73.9% of our English Learners progressed one or more ELPI levels, while 13% decreased. While this decrease is limited to a few students, we need to continue to target our students through both designated instruction in English and through intervention.
2. Our smaller population of English Learners (EL) allows targeted intervention with our classified reading interventionist, especially those at Level 1 and 2.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	4	0	0	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.

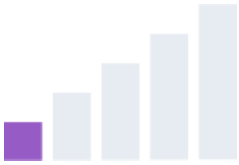
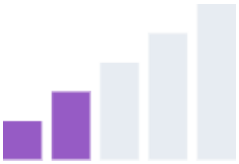
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	
18.4% Chronically Absent	23.1% Chronically Absent	
760 Students	52 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	High
Less than 11 Students	35.1% Chronically Absent	16.2% Chronically Absent
1 Student	77 Students	74 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	High	No Performance Level
Less than 11 Students	Less than 11 Students	11.8% Chronically Absent	Less than 11 Students
9 Students	3 Students	127 Students	10 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	High		High
28.5% Chronically Absent	16.5% Chronically Absent		17.9% Chronically Absent
123 Students	91 Students		397 Students

Conclusions based on this data:

1. Our Socioeconomically Disadvantaged student group had the highest percentage of chronically absent the year. This year it increased by 31.5%.
2. Our Hispanic student group had the highest percentage of chronically absent when compared to other student groups. They increased in absences by 25.6%.
3. Schoolwide chronic absenteeism has increased this year by 15% to 18.4%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	0	6

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.

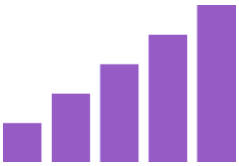
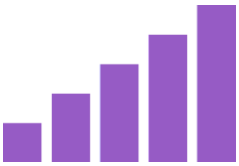
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
0.1% suspended at least one day	0% suspended at least one day	
770 Students	55 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Medium
Less than 11 Students	0% suspended at least one day	1.3% suspended at least one day
1 Student	81 Students	75 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
11 Students	3 Students	130 Students	10 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very Low	Very Low		Very Low
0% suspended at least one day	0% suspended at least one day		0.2% suspended at least one day
124 Students	91 Students		401 Students

Conclusions based on this data:

1. Sunset continues to have a very low suspension rate overall.
2. Sunset's overall suspension rate dropped .4% this year.
3. Students with disabilities has the highest rate of suspension. The percentage decreased 1.9%.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP data	We will increase the percentage of students meeting or exceeding the standard by 3% in ELA from 75% to 78%.	We increased the percentage of students meeting or exceeding the standard by 1% in ELA from 75% to 76%.
CAASPP data	We will increase the percentage of students meeting or exceeding the standard by 3% in math from 72% to 75%.	We increased the percentage of students meeting or exceeding the standard by 2% in math from 72% to 74%.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA/ELD: We will continue our school wide focus on Tier-1 instruction by implementing PLC cycles during our Universal Access time and will use Sonday, Benchmark Advance and Teachers College curriculum with a focus on small group instruction, online resources, data analysis, analysis of rubrics, Universal Design for Learning, differentiated instruction, and strategies which support English Learners. Teachers will use Professional Learning Communities (PLCs) to analyze student performance data and inform Tier-1 instruction. We will continue to utilize reading intervention for our at-promise students	We continued our school wide focus on Tier-1 instruction by implementing PLC cycles during our Universal Access time and used Sonday, Benchmark Advance and Heggerty with a focus on small group instruction, online resources, data analysis, analysis of rubrics, Universal Design for Learning, differentiated instruction, and strategies which support English Learners. Teachers used release days and Professional Learning Communities (PLCs) to analyze student performance data and inform Tier-1 instruction. We continued to utilize reading intervention for our at-promise students using universal screening tools, including easyCBM.	Flexible reading small group intervention support. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 19,995	Flexible reading small group intervention support. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 19,995

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

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

Analysis

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

We introduced interventions and strategies at our staff meetings as well as our Wednesday PLC times. We took time to observe and and model strategies that were implemented by colleagues in their classrooms.

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

The overall effectiveness was seen in several areas including CAASPP data. The buy in form teachers was positive and they fostered relationship as PLC teams and worked cohesively with each other.

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

No material differences.

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.

An increased focus on PLCs and interventions will be implemented this year during UA time.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
EduClimber, Healthy Kids Survey, Positive Behavioral Interventions and Supports (PBIS) documents	We will continue to promote clear expectations for behavior, inclusiveness, and cultural diversity appreciation. We will continue implementing strategies and components of PBIS during the school year.	We promoted clear expectations for behavior, inclusiveness, and cultural diversity appreciation. We continued implementing strategies and components of PBIS during the school year.
Suspension data	A decrease in total number of suspensions remains a goal; however, maintaining a safe environment for staff and students remains a priority, and suspension may be enlisted as a means to ensure safety on our campus when appropriate.	A decrease in total number of suspensions was a goal; however, maintaining a safe environment for staff and students remains a priority, and suspension may be enlisted as a means to ensure safety on our campus when appropriate. Our suspension number increased last school year.
Annual attendance rate/chronic absenteeism	We will decrease the percentage of students classified as chronically absent by 8.4% while maintaining an average monthly attendance rate of 95% or higher.	We decreased the percentage of students classified as chronically absent, but did not maintaining an average monthly attendance rate of 95% or higher.
Physical Fitness Activity Logs	The Physical Fitness Test administered to 5th grade students yearly was changed to participation. Our ongoing goal is to maintain a healthy fitness zone of 90% and will continue to implement daily PE activities.	The Physical Fitness Test administered to 5th grade students yearly was changed to participation. Our ongoing goal is to maintain a healthy fitness zone of 90% and will continued to implement daily PE activities.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Positive Behavioral Interventions and Supports (PBIS), Choose Love - Respectful, Equitable, and Inclusive Environment for All Students. Supporting the Framework for Success Through a Cultural Lens.	The social-emotional curriculum, Choose Love, was incorporated across all grade levels and is taught in daily morning meetings. Our PBIS training continued with a key implementation component of ensuring	None 0	None

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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Attendance/Chronic Absenteeism/Pupil Engagement: Child Welfare and Attendance (CWA) to contact families of students classified as chronically absent during the 2022-2023 school year to both educate and motivate improvement in attendance. Provide ongoing communication from teachers and principal regarding the learning and activities which are occurring daily in the classroom, through Blackboard and Schoology.	Child Welfare and Attendance (CWA) contacted families of students classified as chronically absent during the 2022-2023 school year to both educate and motivate improvement in attendance. Provided ongoing communication from teachers and principal regarding the learning and activities which are occurring daily in the classroom, through Blackboard and Schoology.	0	0
Physical Fitness: Teachers will assign 20 minutes of daily physical activity to students and maintain logs, which are monitored by the principal, to support a healthy lifestyle. Regular physical education will take place at school in alignment with the 200 minutes per ten day State mandate.	Physical Fitness: Teachers assigned 20 minutes of daily physical activity to students and maintain logs, which are monitored by the principal, to support a healthy lifestyle. Regular physical education took place at school in alignment with the 200 minutes per ten day State mandate.	0	0

Analysis

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

We worked diligently with our PBIS team to grow the rewards by adding stickers, sticker charts and a monthly drawing. The Principal used a restorative justice model to connect with students and educate them based on their choices. vs using suspension as a deterrent. The CWA made several calls and home visits during the year to encourage attendance.

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

The effectiveness of the PBIS strategies directly correlated with the suspension data. The percentage of suspensions was down overall and the students felt more supported and connected.

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

No material differences.

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.

We will continue to increase our PBIS system by changing our referral system and increasing the use of EduClimber and Minga.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Enhance parent and community engagement and communication.

Annual Measurable Outcomes

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

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Enhance parent and community engagement and communication: We will regularly communicate with parents regarding opportunities to be involved and support student learning including: after school enrichment activities, School Site Council, Choose Love Parent Resources, field trips, etc. Ongoing planning and coordination with our PTO to implement our traditions will occur through virtual planning meetings, including monthly PTO meetings with teacher	We regularly communicated with parents regarding opportunities to be involved and support student learning including: after school enrichment activities, School Site Council, Choose Love Parent Resources, field trips, etc. We planned and coordinated with our PTO to implement our traditions that occured through both virtual and in person planning meetings, including monthly PTO meetings with teacher representatives and principal in attendance.	None 0	None 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
representatives and principal in attendance.			
		0	0

Analysis

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

Weekly messages and daily text messages were well received and increased the knowledge of what was happening at the site.

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

Increase in participation, including family meal night and our Fall Carnival, Halloween parade, parent walk-through, Gala fundraiser and PTO meetings.

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

No material differences.

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.

Continue with connections and developing relationships by attending events and participating in activities.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Subject: Academics

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP data	2022-23 data indicated 76% of students met or exceeded the standard in ELA.	We will increase the percentage of students meeting or exceeding the standard by 3% in ELA from 76% to 79%.
CAASPP data	2022-23 data indicated 74% of students met or exceeded the standard in Math.	We will increase the percentage of students meeting or exceeding the standard by 3% in math from 74% to 77%.

Planned Strategies/Activities

Strategy/Activity 1

ELA/ELD:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers/Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	19,995
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Flexible reading small-group intervention support.

Strategy/Activity 2

Mathematics:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Articulation:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

FitnessGram – Grades 5, 7, and 9
Healthy Kids Survey – Grades 5, 7, 9, and11 (every other year)
Annual attendance rate/chronic absenteeism
Suspension rate
Panorama Survey
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
EduClimber, Healthy Kids Survey, Positive Behavioral Interventions and Supports (PBIS) documents	We have fully implemented our District social emotional curriculum, Choose Love, as part of our Multi-Tiered Systems of Supports (MTSS). We received the Silver PBIS award and are continuing to improve our COST system.	We will continue to promote clear expectations for behavior, inclusiveness, and cultural diversity appreciation. We will continue implementing strategies and components of PBIS during the school year.
Suspension data	Our overall suspension rate is .1%.	A decrease in total number of suspensions remains a goal; however, maintaining a safe environment for staff and students remains a priority, and suspension may be enlisted as a means to ensure safety on our campus.
Annual attendance rate/chronic absenteeism	Our percentage of students classified as chronically absent is 18.4%. We strive to regularly maintain an average monthly attendance rate of 95% or higher.	We will decrease the percentage of students classified as chronically absent to 10% while striving to maintaining an average monthly attendance rate of 95% or higher.
Physical Fitness Activity Logs	Minutes for the PE activity logs were kept during the 2022-2023 school year. 2018-19 data from the Physical Fitness Test (PFT) indicated our percentage of students achieving Healthy Fitness Zone was 91%. In 2022/23 every student was given a passing score for participation.	The Physical Fitness Test administered to 5th grade students yearly was changed to a pass/fail participation grade. We will continue to implement weekly PE logs.

Planned Strategies/Activities

Strategy/Activity 1

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	None

Strategy/Activity 2

Suspensions:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers/Child Welfare Attendance Aide (CWA)

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 3

Attendance/Chronic Absenteeism/Pupil Engagement:

Child Welfare and Attendance (CWA) to contact families of students classified as chronically absent during the first two weeks of the 2023-2024 school year to both educate and motivate improvement in attendance. Provide ongoing communication from teachers and principal regarding the learning and activities which are occurring daily in the classroom, through Blackboard and Schoology.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principals/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 4

Physical Fitness:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

Enhance parent and community engagement and communication.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

Enhance parent and community engagement and communication:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	None

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	0

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$3,645
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	23,640.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	$70,320	70,320.00
LCFF - Supplemental	$19,995	0.00
Title II Part A: Improving Teacher Quality	$3,645	0.00
Other	$13,338	13,338.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
2000-2999: Classified Personnel Salaries	19,995.00
5000-5999: Services And Other Operating Expenditures	3,645.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	19,995.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3,645.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Tom Fletcher	Principal
John Linney	Classroom Teacher
Erin O'Neill	Classroom Teacher
Karen Shepard	Classroom Teacher
Anne Wigginton	Other School Staff
Zachary Radeke	Parent or Community Member
Janine Henderson	Parent or Community Member
Melissa Martella	Parent or Community Member
Heather Forlines	Parent or Community Member
Tapas Tiwari	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 18, 2023.

Attested:

	Principal, Thomas Fletcher on 10-18-2023
	SSC Chairperson, Erin O'Neill on 10-24-2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2023-2024
State and Federally – Funded Categorical Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:
Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental Intervention and summer programs for targeted students, homeless students.*
- ***Supporting our District SPSA Goals.***
- *$98,677*

Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:
Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to Improve teacher and principal quality*
- ***supporting our District SPSA Goals****.*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *$138,502*

Title III, Language Instruction for Limited English Proficient (LEP):
Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. *Supplemental materials to support immigrant and EL students.*

- *Partially funds Districtwide ELD Coordinator, Community Liaison, and Instructional Assistant*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters,* ***supporting our District SPSA Goals****.*
- *$157,783*

Title IV-A, Student Support and Academic Enrichment:
Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology,* ***supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- *$34,456*

Appendix D: Programs Included in this Plan

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

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	$
X	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$3,760
	Total amount of federal categorical funds allocated to this school	$3,760

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$64,027
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$19,135
	Total amount of federal categorical funds allocated to this school	$83,162

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$13,536

Appendix E: Planned Improvements in Student Performance
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

Projected LCFF Supplemental Funds $19,135

The Local Control Accountability Plan (LCAP) designates funds be provided to sites, based on an unduplicated student formula, to be used to address site specific needs targeted to low income, English Learner, foster youth, and at-risk students for specific supports necessary to meet the LCAP Goal #1: *Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.*

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
Improvements or enhancement in instruction: Flexible reading and math small group intervention support.	August 2023-June 2024	Reading Intervention Specialist (Michelle Langhart)	$19,135.0092	• Socio-econ. Disadvantaged • English Learner • Foster Youth
		Total:	19,135.01	
Supplemental materials, computers, software, books, supplies may be purchased:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
Staff Development and Professional Collaboration, training costs, substitute costs:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
Parent Involvement:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
		Grand Total:	19,135.01	

Appendix H

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

PROGRAM DESCRIPTION:

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

Appendix I

Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN
2023-24

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

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

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

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

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
	Cross	2/3 & 4	M,T,Th, F 10:00-11:30 AM W 8:40-8:55 AM & 9:00-9:15 AM	
	Fox	3	M,T,Th, F 10:00-11:30 AM W 8:40-8:55 AM	
	Frerich	None		
	Thompson	1	M,T,Th, F 10:00-11:30 AM W 8:40-8:55 AM	
Second	Hendrick K	2/3	M,T,Th, F 10:00-11:30 AM W 8:20-8:35 AM	
	Montgomery	3/4	M,T,Th, F 10:00-11:30 AM W 8:40-8:55 AM	
	Persaud	2/3	M,T,Th, F 10:00-11:30 AM W 8:40-8:55 AM	
	Shull	2/3	M,T,TH, F 10:00-11:30 AM W 8:40-8:55 AM	
	Ybarra	3/4	M,T,Th, F 10:00-11:30 AM W 8:40-8:55 AM	
Third	Costello	3/4	M,T,Th, F 10:00-11:30 AM W 8:30-8:45 AM	
	Eaton	3	M,T,Th, F 10:00-11:30 AM W 10:45-11:00 AM	
	Hopman	3	M,T,Th, F 10:00-10:30 AM W 9:00-9:30 AM	
	Samonek	2/3	M,T,Th, F 10:00-11:30 AM W 8:40-8:55 AM	

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
	Shepard	None		
Fourth	Borjon	1/2	M,T,Th, F 10:00-11:30 AM W 8:45- 9:00 AM	
	Hetherington	None		
	Knoles	None		
	Vanderhorst	4	M,T,Th, F 10:00-11:30 AM W 8:45- 9:00 AM	
Fifth	Carroll	None		
	Deiling	None		
	Hendrick J	None		
	Linney	2/3	M,T,W,Th, F 8:20-8:35 AM	

Appendix J

2023-24 AFTER SCHOOL EDUCATION AND SAFETY (ASES)
Program Description and Goal

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

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

What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.	**What were the findings from the analysis of this data?** Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.	**How will the school evaluate the progress of this goal?** Local assessments, staff, parent, and student surveys, as well as attendance logs.

Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

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