

School Year: **2019-20**

# School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

<b>School Name</b>	Sunset Elementary School
<b>Address</b>	1671 Frankfurt Way Livermore, CA 94550
<b>County-District-School (CDS) Code</b>	01-61200-6097661
<b>Principal</b>	Tom Jones
<b>District Name</b>	Livermore Valley Joint Unified School District
<b>SPSA Revision Date</b>	October 3, 2019
<b>Schoolsite Council (SSC) Approval Date</b>	October 24, 2019
<b>Local Board Approval Date</b>	November 12, 2019

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

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# School Vision and Mission

## THE STORY:

The mission of Sunset 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 coaches and supports staff with the implementation of the State Standards. The Instructional Leadership Team (ILT) meets twice 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 Reader's Workshop, social-emotional learning (SEL), and beginning implementation of Positive Behavioral Intervention and Supports (PBIS). Opportunities for teachers to self-select professional development sessions will also be provided to support individualized growth. In alignment with differentiated professional development, teachers have been diligently working on completing their 6.5 Flex Staff Development hours. Teachers continue to participate in activities they find useful and relevant to their teaching in addressing student learning needs. For example, attendance at a 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. All Flex activities are pre-approved by the principal and teachers are responsible for completing a reflection before submitting paperwork for final approval.

To ensure all English Language Learners are acquiring the English language and progressing academically, an English Language Development 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 of either emerging (EM), expanding (EX), or bridging (BR). 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 ELA/ELD curriculum, which is monitored by the principal. Additionally, teachers use opportunities within the school day, including intervention blocks four days per week, 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 to support development of the English language and support English Language Learners (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 assessed 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 incorporate Counting Collections and math coach support at transitional kindergarten, kindergarten, and first grade to strengthen number sense in our students. The curriculum, 95%, will be utilized with our kindergarteners as a supplement to Benchmark Advance to develop greater phonemic awareness. Our District Multi-Tiered Systems of Support (MTSS) coaches will be leveraged by classroom teachers in cooperation with our reading specialist to support our kindergarten teachers in their efforts toward early reading intervention.

In an effort to support our fifth grade students to prepare for middle school, our students visit their middle school in the spring. This provides important and accurate information to our students regarding middle school and aides tremendously in their comfort as they prepare for a new journey beyond Sunset Elementary.

Sunset utilizes strategies and services to increase parent/family/community involvement/education and increase opportunities for our stakeholders 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 Smore platform through our Blackboard communication program 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 CiviCore.

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. 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 grades K through 6th grade. The teaching staff was selected from other schools in our District, bringing together a diverse range of interests and talents to our school from its inception.

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

In 2004, again Arroyo Mocho Elementary and Almond Elementary sites were closed and 200 students came to Sunset. Two portables were added to the campus to house the increase in student population. The school opened the 2004-2005 school year with 780 students and 38 teachers. At the end of the 2004-2005 school year, Sunset School moved to the old Arroyo Mocho site on Florence Way because extensive building and renovation was planned for the Frankfurt Way site. The staff was housed at the Arroyo Mocho site for two years. They moved back to the original site on June 11, 2007. Our current site encompasses 33 classrooms (consisting of 29 general education classrooms, 2 science lab classrooms, 1 resource support/specialized academic instruction classroom, 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 Valley Recreation and Parks District designated as before 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 population of nearly 800 students, 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 2:1 ratio of digital devices for students comprised of iPads and 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 a certificated reading specialist as part of our reading intervention program, a physical education instructional specialist, release time for teacher collaboration and instructional planning, donations to general education and science specialists for supplemental supplies and programs, flexible seating for students, and community events.

Students receive the required number of instructional minutes with all classes starting at 8:30 am and ending at 1:30 pm (transitional kindergarten), 2:40 pm (grades 1-3) and 2:50 pm (grades 4-5). Our kindergarten students attend school during one of two sessions: 8:30 am-1:30 pm or 9:15 am-2:15 pm. 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.

Classrooms offer differentiated instruction for Gifted and Talented Education (GATE) students.

We serve a diverse student population: 58.8% White, 17.5% Hispanic/Latino, 11.2% Two or More Races, 10.1% Asian, 1.2% Black or African American, 1.2% Filipino, 9.2% Students with Disabilities, 6.7% Socioeconomically Disadvantaged, and 4.5% 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.

## Stakeholder Involvement

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

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

The School Site Council (SSC) was provided a digital draft of the SPSA for review in advance of our second SSC meeting October 24, 2019. At the meeting, SSC members were provided an opportunity to provide feedback to the principal. Feedback was taken into consideration and revisions were made prior to submission for Board approval. The English Language Advisory (ELAC) committee was 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 twice 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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.5%	0.13%	%	4	1	
African American	0.5%	0.52%	1.17%	4	4	9
Asian	6.8%	8.38%	10.12%	54	65	78
Filipino	0.6%	1.16%	1.17%	5	9	9
Hispanic/Latino	17.7%	18.04%	17.51%	141	140	135
Pacific Islander	%	0.13%	%		1	
White	64.5%	61.60%	58.75%	513	478	453
Multiple/No Response	1.0%	0.39%	0.13%	8	3	1
<b>Total Enrollment</b>				795	776	771

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	126	141	145
Grade 1	131	132	126
Grade 2	128	119	132
Grade3	131	130	114
Grade 4	129	128	129
Grade 5	150	126	125
<b>Total Enrollment</b>	795	776	771

### Conclusions based on this data:

1. Sunset School serves a diverse student population with a steady enrollment in the high 700s.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	48	43	35	6.0%	5.5%	4.5%
Fluent English Proficient (FEP)	40	50	64	5.0%	6.4%	8.3%
Reclassified Fluent English Proficient (RFEP)	7	10	21	17.9%	20.8%	48.8%

### Conclusions based on this data:

1. Sunset historically serves a small population of ELs averaging 5.3% of the student population over the last three years.
2. We have established a growing trend of an increased number of students being reclassified as English proficient.
3. We more than doubled our percentage of students reclassified as English proficient from 20.8% to 48.8%, an increase of 28%.



# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	129	130	118	128	127	117	128	127	117	99.2	97.7	99.2
Grade 4	125	126	126	124	124	124	124	124	124	99.2	98.4	98.4
Grade 5	146	124	125	146	124	125	146	124	125	100	100	100
All Grades	400	380	369	398	375	366	398	375	366	99.5	98.7	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2488.	2493.	2493.	51.56	55.12	54.70	27.34	26.77	23.93	13.28	12.60	12.82	7.81	5.51	8.55
Grade 4	2515.	2530.	2531.	46.77	54.03	57.26	23.39	25.00	21.77	18.55	12.10	10.48	11.29	8.87	10.48
Grade 5	2529.	2545.	2577.	34.93	37.10	49.60	27.40	33.87	32.80	18.49	15.32	13.60	19.18	13.71	4.00
All Grades	N/A	N/A	N/A	43.97	48.80	53.83	26.13	28.53	26.23	16.83	13.33	12.30	13.07	9.33	7.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.13	59.84	48.72	39.06	33.07	41.03	7.81	7.09	10.26
Grade 4	50.00	49.59	57.26	39.52	43.09	34.68	10.48	7.32	8.06
Grade 5	36.99	43.09	52.00	45.89	44.72	41.60	17.12	12.20	6.40
All Grades	46.23	50.94	52.73	41.71	40.21	39.07	12.06	8.85	8.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.13	51.18	44.44	35.94	42.52	46.15	10.94	6.30	9.40
Grade 4	36.29	40.65	41.13	51.61	45.53	50.81	12.10	13.82	8.06
Grade 5	39.73	45.53	45.60	43.84	41.46	48.80	16.44	13.01	5.60
All Grades	42.96	45.84	43.72	43.72	43.16	48.63	13.32	10.99	7.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.63	40.94	44.44	54.69	56.69	52.14	4.69	2.36	3.42
Grade 4	29.84	42.28	41.94	61.29	52.03	54.84	8.87	5.69	3.23
Grade 5	23.97	32.52	38.40	65.07	60.98	56.00	10.96	6.50	5.60
All Grades	31.16	38.61	41.53	60.55	56.57	54.37	8.29	4.83	4.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46.88	52.76	45.30	42.97	40.16	45.30	10.16	7.09	9.40
Grade 4	44.35	52.03	41.94	45.16	41.46	45.16	10.48	6.50	12.90
Grade 5	31.51	34.96	53.60	49.32	52.03	40.00	19.18	13.01	6.40
All Grades	40.45	46.65	46.99	45.98	44.50	43.44	13.57	8.85	9.56

**Conclusions based on this data:**

1. Our overall percentage of students demonstrating Standard Met or Exceeded increased from 77% to 80%. The percentage of students performing Below Standard decreased by 3% from 2017-18 demonstrating positive growth. We decreased the percentage of students scoring Below Standard in the claim areas of both reading and writing by 1% and 5%, respectively. The writing claim was our highest percentage of students performing Below Standard in 2017-18, demonstrating positive growth. We remained at 5% performing Below Standard in the listening claim and increased by 1% in students performing Below Standard in research/inquiry claim.
2. Our 3rd grade decreased the percentage of students demonstrating Standard Met or Exceeded by 3% with 79%. Our 4th grade decreased the percentage of students demonstrating Standard Met or exceeded by 1% with 78%. Our 5th grade increased the percentage of students demonstrating Standard Met or Exceeded by 12% with 83%, demonstrating 21% increase over two years.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	129	130	118	128	127	117	128	127	117	99.2	97.7	99.2
Grade 4	125	126	126	124	125	124	124	125	124	99.2	99.2	98.4
Grade 5	146	124	125	146	124	125	146	124	125	100	100	100
All Grades	400	380	369	398	376	366	398	376	366	99.5	98.9	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2488.	2487.	2491.	44.53	38.58	45.30	36.72	44.09	29.91	12.50	12.60	20.51	6.25	4.72	4.27
Grade 4	2518.	2532.	2526.	33.06	39.20	39.52	36.29	34.40	33.87	25.00	20.80	20.97	5.65	5.60	5.65
Grade 5	2533.	2541.	2554.	32.19	37.10	36.00	22.60	20.97	23.20	27.40	29.03	32.80	17.81	12.90	8.00
All Grades	N/A	N/A	N/A	36.43	38.30	40.16	31.41	33.24	28.96	21.86	20.74	24.86	10.30	7.71	6.01

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	66.41	57.48	60.68	24.22	34.65	33.33	9.38	7.87	5.98	
Grade 4	49.19	56.00	61.29	34.68	32.00	24.19	16.13	12.00	14.52	
Grade 5	42.47	41.94	42.40	28.08	35.48	37.60	29.45	22.58	20.00	
All Grades	52.26	51.86	54.64	28.89	34.04	31.69	18.84	14.10	13.66	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.31	53.54	58.12	48.44	37.80	33.33	6.25	8.66	8.55
Grade 4	36.29	48.80	45.97	53.23	41.60	41.94	10.48	9.60	12.10
Grade 5	29.45	33.06	31.20	50.68	52.42	58.40	19.86	14.52	10.40
All Grades	36.68	45.21	44.81	50.75	43.88	44.81	12.56	10.90	10.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	57.03	50.39	54.70	33.59	44.09	39.32	9.38	5.51	5.98
<b>Grade 4</b>	43.55	52.80	45.16	46.77	38.40	40.32	9.68	8.80	14.52
<b>Grade 5</b>	26.03	32.26	36.80	52.74	50.00	50.40	21.23	17.74	12.80
<b>All Grades</b>	41.46	45.21	45.36	44.72	44.15	43.44	13.82	10.64	11.20

**Conclusions based on this data:**

1. Our overall percentage of students demonstrating Standard Met or Exceeded decreased from 72% to 69%. The percentage of students performing Below Standard increased by 3% from 2017-18. We remained the same in the percentage of students scoring Below Standard in the three claim areas with greatest percentage in applying mathematical concepts and procedures.
2. Our 3rd grade decreased the percentage of students demonstrating Standard Met or Exceeded by 8% with 75%. Our 4th grade decreased the percentage of students demonstrating Standard Met or Exceeded by 1% with 73%. Our 5th grade increased the percentage of students demonstrating Standard Met or Exceeded by 2% with 60%.

# ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

**Conclusions based on this data:**

1. Overall performance levels are: 28% of our English Language Learners are at level 4, 51% of our English Language Learners are at level 3, 11% of our English Language Learners are at level 2, and 11% 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 66% while our lowest in the reading category with 19%. 62% of our ELLs are just one level below well developed, however, in reading, 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 for our ELs is an area of focus for us.

# School and Student Performance Data

## Physical Fitness Test Results (PFT) 2018-2019

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 125	26%	66%	91%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
<b>Aerobic Capacity</b>	125	98%	2%
<b>Body Composition</b>	125	78%	22%
<b>Abdominal Strength and Endurance</b>	125	97%	3%
<b>Trunk Extensor Strength and Flexibility</b>	125	94%	6%
<b>Upper Body Strength and Endurance</b>	125	95%	5%
<b>Flexibility</b>	125	94%	6%

## Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 124	30	53	83
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
<b>Aerobic Capacity</b>	124	90	10
<b>Body Composition</b>	124	69	31
<b>Abdominal Strength and Endurance</b>	124	94	6
<b>Trunk Extensor Strength and Flexibility</b>	124	92	8
<b>Upper Body Strength and Endurance</b>	124	87	13
<b>Flexibility</b>	124	90	10

### Conclusions based on this data:

1. We experienced an 8% increase in the percentage of 5th graders achieving the Healthy Fitness Zone; our goal was to maintain 80% or higher, which we exceeded moving from 83% to 91%.
2. Our lowest percentage of students within or above the Healthy Fitness Zone was in the category of Body Composition in 2017-18 at 69%; we improved to 78% of our students.

# California Healthy Kids Survey

Grade 5										
	School Connectedness			Feel Safe at School	Students Treated with Respect	School Connectedness				
	High	Moderate	Low	"Most of the time" and "All of the time"	"Most of the time" and "All of the time"	High	Moderate	Low		
Sunset Elementary School	70%	29%	2%	95%	92%					



# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>771</b>	<b>6.7%</b>	<b>4.5%</b>	<b>0.1%</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	4.5%
Foster Youth	1	0.1%
Socioeconomically Disadvantaged	59	6.7%
Students with Disabilities	70	9.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.2%
Asian	78	10.1%
Filipino	8	1.1%
Hispanic	132	17.1%
Two or More Races	86	11.2%
White	453	58.8%






### Conclusions based on this data:

1. Our demographics continue to remain consistent from year to year, with a slight decrease in enrollment each year over the last three years.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="776 506 844 533">Green</p>	<p data-bbox="1177 426 1388 457"><b>Suspension Rate</b></p>  <p data-bbox="1250 506 1331 533">Yellow</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="305 703 360 730">Blue</p>		
<p data-bbox="154 821 511 852"><b>English Learner Progress</b></p>  <p data-bbox="203 905 462 932">No Performance Color</p>		

#### Conclusions based on this data:

1. Yellow indicator in suspensions is a concern, however our site suspended only 4 times for a total of 8 days. We continue to leverage alternatives to suspension.

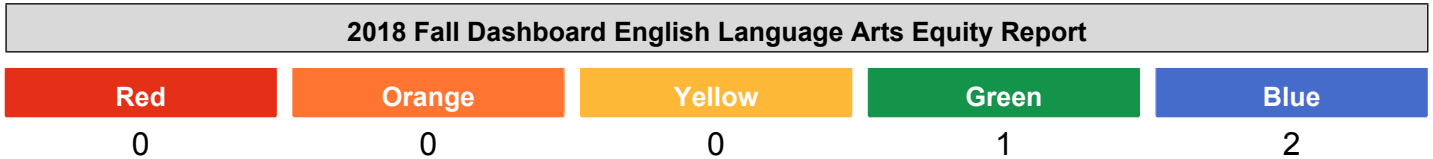
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Blue</p> <p>54.2 points above standard</p> <p>Increased 12.8 points</p> <p>368 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>33.1 points above standard</p> <p>Increased 31.2 points</p> <p>28 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>16.8 points above standard</p> <p>Increased 71.8 points</p> <p>26 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>18.7 points below standard</p> <p>Increased 35.8 points</p> <p>32 students</p>

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 71.3 points above standard Increased 60.2 points 28 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 34.9 points above standard Maintained -0.4 points 61 students	 Blue 59.8 points above standard Increased 35.9 points 36 students	 No Performance Color 0 Students	 Blue 56.1 points above standard Increased 7.9 points 240 students

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

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
15.4 points below standard Increased 63.2 points 11 students	64.4 points above standard Declined -6.4 points 17 students	53.6 points above standard Increased 11.2 points 325 students

**Conclusions based on this data:**

1. All student groups maintained their performance levels or increased with the exception of a 6.4 point decline for our Reclassified English Learners. Reclassified English Learners remain our highest performing student group.
2. Our Students with Disabilities experienced a 35.8 point gain, moving toward closing the achievement gap, but remain 18.7 points below standard.
3. Our current English Learners increased 63.2 points, but remain 15.4 points below standard.

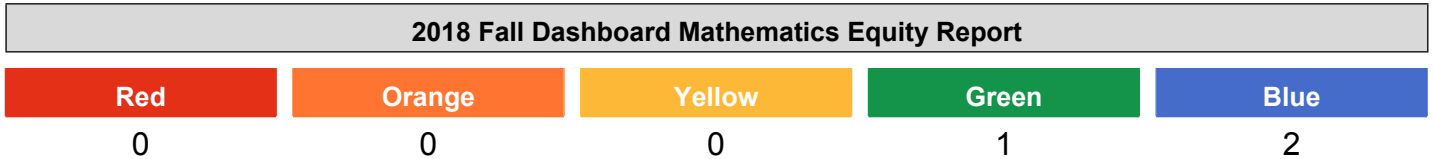
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Blue</p> <p>37.6 points above standard</p> <p>Increased 8.4 points</p> <p>369 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>41.4 points above standard</p> <p>Increased 10.1 points</p> <p>28 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>8.1 points below standard</p> <p>Increased</p> <p>10.3 points</p> <p>26 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>30.2 points below standard</p> <p>Increased</p> <p>26.3 points</p> <p>33 students</p>

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color <span style="background-color: #e1ecf4;">66.5 points above standard</span> Increased 34.6 points 29 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e1ecf4;">14.2 points above standard</span> Maintained 0 points 61 students	 Blue <span style="background-color: #e1ecf4;">49.1 points above standard</span> Increased 21.1 points 36 students	 No Performance Color 0 Students	 Blue <span style="background-color: #e1ecf4;">37.5 points above standard</span> Increased 4.4 points 240 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e1ecf4;">0.3 points below standard</span> Increased 16.6 points 11 students	<span style="background-color: #e1ecf4;">68.4 points above standard</span> Declined -4.2 points 17 students	<span style="background-color: #e1ecf4;">35.1 points above standard</span> Increased 7.3 points 326 students

**Conclusions based on this data:**

1. All student groups maintained their performance levels or increased with the exception of a 4.2 point decline for our Reclassified English Learners. Reclassified English Learners remain our highest performing student group.
2. Our Students with Disabilities experienced a 26.3 point gain moving toward closing the achievement gap, but remain 30.2 points below standard.
3. Our current English Learners increased 16.6 points, but remain 0.3 points below standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
43	60.5%	23.3%	7%	9.3%

### Conclusions based on this data:

1. 83.8% of our English Learners are at Level 3 or 4.

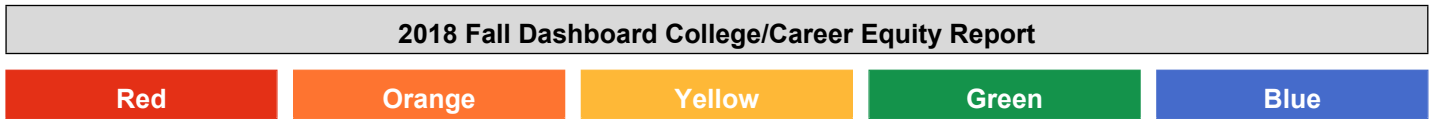
# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance		
<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.



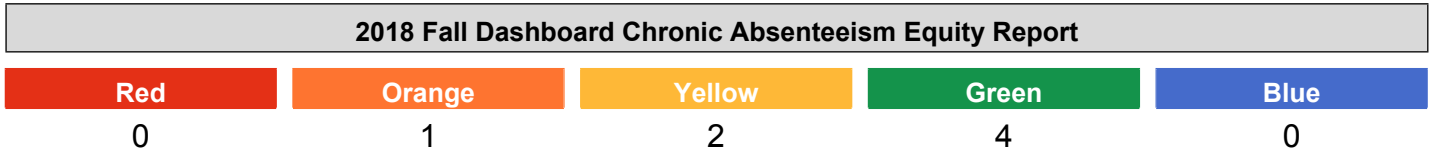
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Green	 Green	 No Performance Color
4.1% chronically absent	6.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 1.1%	Declined 1.5%	3 students
804 students	46 students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color	 Orange	 Green
Less than 11 Students - Data Not Displayed for Privacy	12.9% chronically absent	8% chronically absent
0 students	Increased 2.7%	Declined 7%
	70 students	87 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 4.2% chronically absent Increased 4.2% 71 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.6% chronically absent Declined 1.3% 144 students	 Yellow 2.6% chronically absent Increased 2.6% 78 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 3.6% chronically absent Declined 2.3% 494 students

**Conclusions based on this data:**

1. Our Socioeconomically Disadvantaged student group has the highest percentage of chronically absence and experienced an increase of 2.7%.
2. Our Hispanic student group has the highest percentage of chronically absent when compared to other student groups and declined by 1.3%.

# School and Student Performance Data

## Academic Engagement Graduation Rate

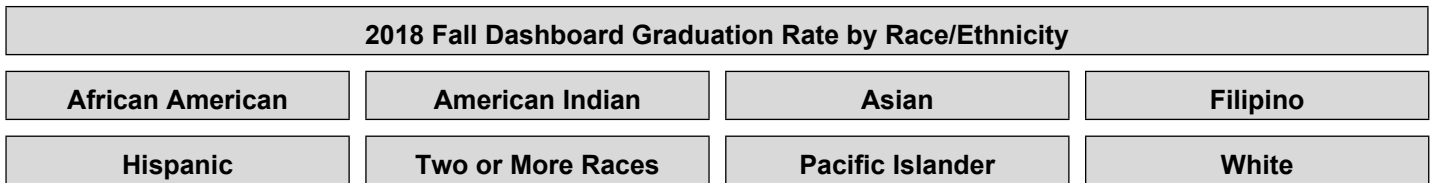
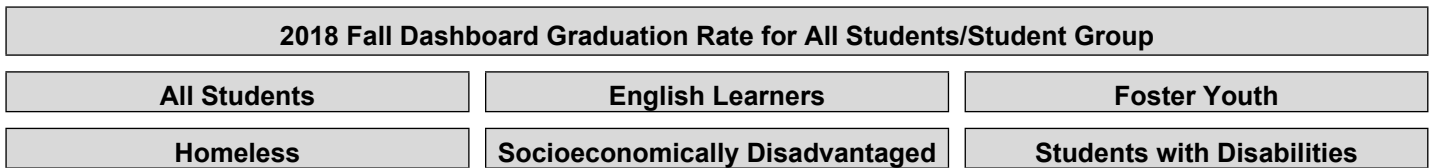
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

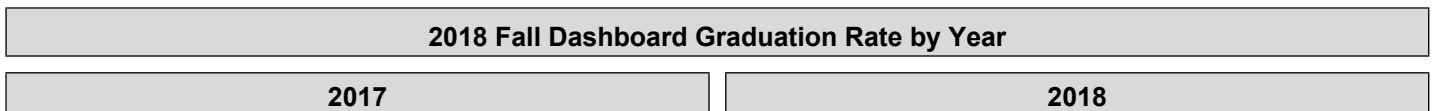
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

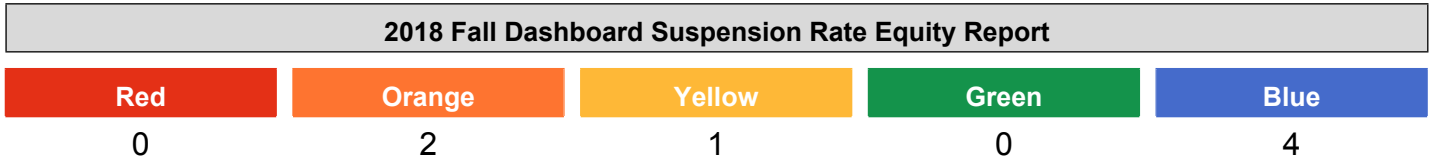
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 0.7% suspended at least once Increased 0.5% 820 students	<p><b>English Learners</b></p>  Blue 0% suspended at least once Maintained 0% 49 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 3 students
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 0% suspended at least once Maintained 0% 75 students	<p><b>Students with Disabilities</b></p>  Orange 2.3% suspended at least once Increased 2.3% 88 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue <span style="background-color: #d9e1f2; padding: 2px;">0% suspended at least once</span> Maintained 0% 75 students	 No Performance Color Less than 11 Students - Data 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #d9e1f2; padding: 2px;">2% suspended at least once</span> Increased 2% 152 students	 Blue <span style="background-color: #d9e1f2; padding: 2px;">0% suspended at least once</span> Declined -1.4% 80 students	 No Performance Color Less than 11 Students - Data 1 students	 Yellow <span style="background-color: #d9e1f2; padding: 2px;">0.6% suspended at least once</span> Increased 0.4% 496 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.1% suspended at least once	0.2% suspended at least once	0.7% suspended at least once

**Conclusions based on this data:**

1. Sunset continues to have a very low suspension rate, overall.

# 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  
District Writing Assessment  
ELPAC  
EL Reclassification  
Other local assessments

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP data	80% of students met or exceeded the standard in ELA.	We will increase the percentage of students meeting or exceeding the standard by 2% in ELA from 80% to 82%.
	69% of students met or exceeded the standard in Math.	We will increase the percentage of students meeting or exceeding the standard by 2% in math from 69% to 71%.
	44% of students exceeded the standard in ELA/Writing claim: producing clear and purposeful writing. 48% of students are at or near the standard in ELA/Writing claim: producing clear and purposeful writing.	We will increase the percentage of students exceeding the standard by 5% in ELA/Writing claim from 44% to 49%.

### Planned Strategies/Activities

#### Strategy/Activity 1

Literacy/Reading Comprehension:

We will continue our school wide focus on Tier 1 instruction using Benchmark Advance curriculum through professional development on small group instruction, online resources, data analysis, Universal Design for Learning, differentiated instruction, and strategies which support English Learners. Teachers will use professional learning communities to analyze student performance data and inform Tier 1 instruction. Teachers will participate in professional development in the area of Reader's Workshop and Project Based Learning. We will continue to utilize reading intervention for our at-risk students, 4 times weekly as identified using universal screening tools, including easyCBM. We will incorporate

additional reading intervention curriculum to include both Barton and 95%. The Learning Support Team (LST) will monitor the progress and performance of students with individualized education plans.

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

All Students

### Timeline

2019-2020

### Person(s) Responsible

Principal/Teachers/Support Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	14,625
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	We will supplement salary of certificated intervention specialist for small group intervention and support.

### Strategy/Activity 2

Mathematics:

We will focus on improving Tier 1 instruction using Investigations 3 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 professional learning communities to analyze student performance data and inform Tier 1 instruction. Additionally, we will implement Counting Collections with support from math coaches for transitional kindergarten (TK), kindergarten (K), and first grade classrooms to develop greater number sense for our youngest learners. We will use STmath, a digital platform with a visual processing foundation, for English Learners in grades 3-5 in partnership with our District pilot. We will commit to a minimum of 60 minutes (grades 1-5; 45 minutes grades TK and K) of math instruction daily using Investigations 3 and supplemental resources, including those from the Silicon Valley Math Initiative (SVMI).

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

All Students

### Timeline

2019-2020

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

Writing:

We will focus on improving Tier 1 instruction using a combination of Benchmark Advance and Teacher's College curriculum with a focus on small group instruction, analysis of rubrics, Universal Design for Learning, differentiated instruction, and strategies that support English Learners following the Writer's Workshop Model of instruction. Teachers will use professional learning communities to analyze student performance data and inform Tier 1 instruction.

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

All Students

### **Timeline**

2019-2020

### **Person(s) Responsible**

Principal/Teachers

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

**Amount**

0

### **Strategy/Activity 4**

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.

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

All Students

### **Timeline**

2019-2020

### **Person(s) Responsible**

Principal/Teachers

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

**Amount**

0



# 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 & 11 (every other year)  
 Annual attendance rate/chronic absenteeism  
 Suspension rate  
 Other local measures

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension data	<p>We have fully implemented our District social-emotional curriculum, Choose Love, as part of our Multi-Tiered System of Supports (MTSS).</p> <p>Our overall suspension rate is very low; in total there were a total of 4 suspensions totaling 8 days in 2018-2019.</p>	<p>We will continue to promote clear expectations for behavior, inclusiveness, and cultural diversity appreciation. We are identified as a Cohort 3 school for implementation of Positive Behavioral Interventions and Supports (PBIS) and begin team trainings in Spring 2020.</p> <p>We will utilize alternatives to suspension as part of our overall approach to student discipline, as we explicitly teach and reinforce behavioral expectations with a focus on the development of self-discipline.</p>
Annual attendance rate/chronic absenteeism	Our percentage of students classified as chronically truant is 3%.	We will decrease the percentage of students classified as chronically truant to 2%.
Physical Fitness Test Results (5th grade)	Our percentage of students achieving Healthy Fitness Zone is 91%.	We will maintain the percentage of students achieving the Healthy Fitness Zone at 90% or above.

### Planned Strategies/Activities

#### Strategy/Activity 1

Character Education/Suspensions/Diversity Appreciation/Respectful and Inclusive Environment for all Students:

The social-emotional curriculum, Choose Love, will be implemented across all grade levels.

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 begin Positive Behavioral Interventions and Supports (PBIS) implementation in spring 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

2019-2020

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

Description

None

### Strategy/Activity 2

Attendance/Chronic Absenteeism:

Child Welfare and Attendance (CWA) to contact families of students classified as chronically truant during the 2019-2020 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 communication and our webpage.

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

All Students

### Timeline

2019-2020

### Person(s) Responsible

Principal/Teachers/Child Welfare Attendance Aide (CWA)

### Proposed Expenditures for this Strategy/Activity

Amount

0

### Strategy/Activity 3

Physical Fitness:

Regularly incorporate exercise requiring repeated muscle contractions, slow sustained lengthening of muscles, and steady exercise using large muscle groups during required 200 minutes of physical education every two weeks. Continue to maintain emphasis on flexibility of all muscle groups, including those supporting the spine. Leverage our

District Physical Education (PE) Teacher on Special Assignment (TOSA) to support improvement in our instruction of PE.

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

All Students

**Timeline**

2019-2020

**Person(s) Responsible**

Principals/Teachers

**Proposed Expenditures for this Strategy/Activity**

Amount 0

**Strategy/Activity 4**

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

**Timeline**

**Person(s) Responsible**

**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 on-line communication/gradebook  
Parent participation on site committees  
Other local measures

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Blackboard webpage Blackboard message tracking report	<p>We are diligent in our efforts to communicate with families via our webpage, email notification system, and marquee.</p> <p>In partnership with our Parent Teacher Organization (PTO), we implemented a successful multi-cultural event with over twenty countries represented; we are in the early stages of planning for our second annual event.</p> <p>We welcome cleared volunteers to our classrooms to support student learning, but a noticeable decrease has been reported by classroom teachers and our Parent Teacher Organization; this may be due to more families transitioning to two income households.</p>	<p>We will continue to utilize Blackboard webpage, mass notification via both email and text, and the Sunset app to improve our communication efforts with parents and the community as a means to increase involvement. A monthly update from the principal will be posted on our webpage and emailed to families. Principal will host informal socials prior to PTO general meetings.</p> <p>In partnership with our PTO, we will support parent/family involvement through activities such as the Harvest Carnival, Walk and Roll to School, Bike Rodeo, Multi-Cultural Event, Around the World themed Gala Fundraiser, Fun Runners, Makerspace, and Sunset Garden.</p>

### Planned Strategies/Activities

#### Strategy/Activity 1

Data demonstrating staff seeks input from parents in decision making:

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, assemblies, Sunset Garden, and online learning resources partnering school and home based learning.

We will maintain Google Calendar for Sunset activities to automatically populate our webpage.

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

All Students

**Timeline**

2019-2020

**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

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## 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 2% in ELA from 77% to 79%.	Met: We increased the percentage of students meeting or exceeding the standard by 3% in ELA from 77% to 80%.
	We will increase the percentage of students meeting or exceeding the standard by 2% in math from 72% to 74%.	Not met: We decreased the percentage of students meeting or exceeding the standard by 3% in math from 72% to 69%.
	We will increase the percentage of students exceeding the standard in ELA/Writing claim by 5% from 46% to 51%.	Not met: We decreased the percentage of students exceeding the standard in ELA/Writing claim from 46% to 44%.
	We will discuss student achievement data at grade level teams monthly.	Met: Teachers met regularly with an increasing focus on data analysis using Benchmark and Pearson assessment results.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Literacy/Reading Comprehension:</p> <p>We will focus on improving Tier 1 instruction using adopted Benchmark Advance 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 professional learning communities to analyze student performance data</p>	<p>Teaching staff focused heavily on implementation of our Benchmark Advance curriculum with an emphasis on refining small group instruction using leveled readers. Online resources and assessment reports were both leveraged to support student learning. Differentiated instruction occurred most regularly during small group instruction. Our intervention specialist identified students in need of more intensive instruction and worked with small groups of six</p>	<p>We will provide an intervention specialist for a total of 20 hours per week for small group intervention and support. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 13000</p>	<p>We provided an intervention specialist for a total of 20 hours weekly for small group intervention and support. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 13000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and inform Tier 1 instruction. We will continue to utilize reading intervention for our at-risk students 4 times per week using Leveled Literacy Instruction. The Learning Support Team (LST) will monitor the progress and performance of students with individualized education plans.</p>	<p>students, four days per week using Leveled Literacy Instruction curriculum.</p>		
<p><b>Mathematics:</b></p> <p>We will focus on improving our Tier 1 instruction using Investigations 3 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 professional learning communities to analyze student performance data and inform Tier 1 instruction. Additionally, we will offer after school math intervention two times weekly for fourth and fifth grade students identified as at risk.</p>	<p>Teaching staff utilized Investigations 3 and a variety of supplemental materials to provide rigor and novelty to our mathematics instruction. Two sessions of after school math intervention were offered to students; focus was placed on development of number sense and fractional units through a conceptual approach to learning using Investigations 3 curriculum. Item analysis of unit assessments was used as a strategy for reteaching students commonly misunderstood concepts and methods.</p>	<p>We will provide after school math intervention 4 hours per week to 4th and 5th grade students. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4000</p>	<p>We provided after school math intervention 4 hours per week for 4th and 5th grade students identified as at risk. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4000</p>
<p><b>Writing:</b></p> <p>We will focus on improving our Tier 1 instruction using a combination of Benchmarks and Teacher's College curriculum with a focus on small group instruction, analysis of rubrics, Universal Design for</p>	<p>Teaching staff have refined the workshop model of instruction in the area of writing through ongoing collaboration and planning of units. Analysis of rubrics and student performance has become standard practice.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Learning, differentiated instruction, and strategies that support English Learners. Teachers will use professional learning communities to analyze student performance data and inform Tier 1 instruction.</p>			
<p>Articulation: We will continue to improve articulation and collaboration amongst staff through our PLCs and 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. Our resource specialist will meet regularly with general education teachers to collaborate on Universal Design for Learning, differentiation and scaffolding to support students with Individualized Education Plans.</p>	<p>Articulation and collaboration amongst staff continued to strengthen. Grade level professional learning communities met weekly and documented meeting minutes in our Google Team Drive. ILT met twice monthly and documented meeting minutes in our Google Team Drive. Staff have access to minutes for transparency, ease of communication, and accountability. Cross grade level collaboration was utilized several times during professional development and was well received by teaching staff.</p>		

## Analysis

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

The implementation of our new English Language Arts curriculum was our primary focus this year. Small group instruction was used by all grade levels and was continually refined during the course of the school year.

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

The overall effectiveness of our strategies in the area of English Language Arts was successful; our small group instruction is a key strategy to support all learners. While we dropped slightly in percentage proficient in the area of mathematics and the ELA/writing claim, we are confident our continued implementation of writer's workshop and use of Investigations 3 is integral to our high levels of achievement.



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

There were not any material differences between our proposed and actual expenditures.

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

As a result of this analysis, incremental changes have been made to the strategies/activities and can be found in the Goals, Strategies, and Proposed Expenditures section of this SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## 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
Annual attendance rate/chronic absenteeism Suspension data Physical Fitness Test Results (5th grade)	We will continue to promote clear expectations for behavior, inclusiveness, and cultural diversity appreciation.	Met: In partnership with our Parent Teacher Organization, we launched our first annual multicultural event celebrating diversity in our community. With new bond funded playground structures our staff revised rules for use with an emphasis on safety. Our physical education teacher explicitly taught rules to students; students were then engaged and held accountable through the signing of a contract. All supervision staff were trained on the rules and provided consistency in reinforcement of expectations of behavior.
	We will decrease the percentage of students classified as chronically truant to 2%.	Nearly met: Our percentage of students classified as chronically truant was 3%.
	Our percentage of students achieving Healthy Fitness Zone will remain at 80% or higher.	Met: Our percentage of students achieving Healthy Fitness Zone was increased from 83% to 91%.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Character Education/Suspensions/Diversity Appreciation/Respectful and Inclusive Environment for all Students:  The social-emotional curriculum, Choose Love, will be implemented across all grade levels. Character Counts traits will continue to be emphasized by the	Teaching staff have implemented Choose Love curriculum in their classrooms. There is still work to be done to develop a school wide culture of gratitude, forgiveness, and courage. Character Counts was phased out at the end of the school year.  Alternatives to suspension was a strength, as we decreased our total	None 0	None

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Principal and teachers culminating in recognition at monthly spirit assemblies.</p> <p>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.</p> <p>We will partner with our Parent Teacher Organization (PTO) to hold Sunset's first multicultural event to celebrate diversity.</p>	<p>number of suspensions and only suspended when student or staff safety was at risk. Helping students understand their actions, what led to their actions, and providing tools/strategies to students for alternative actions/choices were our focus.</p> <p>Our multicultural event was hugely successful with hundreds in attendance and over twenty countries represented by Sunset families and their children.</p>		
<p>Attendance/Chronic Absenteeism:</p> <p>CWA to contact families of students classified as chronically truant during the 2017-2018 school year to educate, goal set, and incentivize improvement in attendance.</p>	<p>Our Child Welfare Attendance staff made individual contact with families and offered support through email, phone, and home visits.</p>		
<p>Physical Fitness:</p> <p>Regularly incorporate exercise requiring repeated muscle contractions, slow sustained lengthening of muscles, and steady exercise using large muscle groups during required 200 minutes of physical education every two weeks. Continue to maintain emphasis on</p>	<p>Our physical education teacher facilitated a warm-up and stretching routine for students. Aerobic exercise was utilized regularly with great success, as we improved percentage of students within or above the healthy fitness zone in this category to 98%.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
flexibility of all muscle groups, including those supporting the spine.			

**Analysis**

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

Overall implementation of the strategies/activities was in close alignment with what we planned to accomplish.

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

Our percentage of chronically truant students remains under 5%, however we will continue to strive for 2% or less and actively offer outreach to families to determine the reasons behind attendance trends as a problem solving approach to improvement. Partnering with our Parent Teacher Organization and its parent volunteers is a powerful and effective strategy to coordinate our community events. Suspensions decreased in likelihood due to students learning more coping strategies for conflict and our school wide focus on clear expectations for behavior, especially in regards to physicality and rough play not being acceptable at Sunset.

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

There were none.

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

As a result of this analysis, incremental changes have been made to the strategies/activities and can be found in the Goals, Strategies, and Proposed Expenditures section of this SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 3

Enhance parent and community engagement and communication

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Blackboard webpage Blackboard message tracking report</p>	<p>We will utilize Blackboard webpage, mass notification via both email and text, and Sunset app to improve our communication efforts with parents and the community as a means to increase involvement.</p>	<p>Met: Our Blackboard webpage was well developed and user friendly. It was regularly updated with important information and pictures by our webmaster. Email and text functions of Blackboard messaging were leveraged regularly by staff and the principal. Parent Teacher Organization regularly provided important information to the principal, which was then sent to families via email; this demonstrated a positive working relationship and commitment to community engagement.</p>

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Data demonstrating staff seeks input from parents in decision making:</p> <p>We will regularly push out information to parents regarding opportunities to be involved and support student learning including: after school enrichment activities, School Site Council, Choose Love Parent Resources, field trips, assemblies, Sunset Garden, and online learning resources partnering school and home based learning.</p> <p>We will maintain Google Calendar for Sunset activities to automatically populate our webpage.</p>	<p>We were diligent in our efforts to communicate with families through a variety of digital formats. Our Parent Teacher Organization facilitated regular communication to families via their newsletter in the area of parent resources for Choose Love. We completed improvements to our school garden and have developed sustainability through parent volunteers. After school enrichment programs were offered and attended by interested students. Online resources for student learning were shared with parents by</p>	<p>None 0</p>	<p>None</p>

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

teachers. Our Google Calendar was not linked to the webpage until September 2019.

## Analysis

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

Our overall implementation of the strategies/activities was close to what we had intended to accomplish. The multicultural event was thoroughly planned and very well received by those in attendance; many families stayed for the entire event even after visiting booths, which was demonstrative of inclusiveness and welcoming culture of the event. Many staff members volunteered and brought their own children.

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

Our Parent Teacher Organization and parent volunteers are actively engaged at Sunset. Parents receive information in a variety of formats and our staff is responsive to inquiries, questions, concerns, and ideas.

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

None

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

As a result of this analysis, incremental changes have been made to the strategies/activities and can be found in the Goals, Strategies, and Proposed Expenditures section of this SPSA.

# 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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	14,625.00

## Allocations by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

# Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	14,625.00



# Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	14,625.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	14,625.00

# 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 Jones	Principal
Kelly Mackey	Classroom Teacher
Leslie Montgomery	Classroom Teacher
Emily Shull	Classroom Teacher
Tara Stevulak	Other School Staff
Marina Bunce	Parent or Community Member
Cameron Graham	Parent or Community Member
Laura Kuhr	Parent or Community Member
Rebecca Langstaff	Parent or Community Member
Larice Wojewski	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**

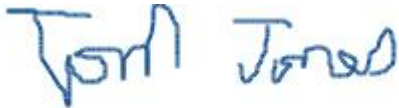
English Learner Advisory Committee

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 24, 2019.

Attested:



Principal, Tom Jones on 10-24-19



SSC Chairperson, Kelly Mackey on 10-24-19

# Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan

## Centralized Services for Planned Improvements in Student Performance

### Centralized Services/Expenditures for 2019-2020 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, professional development, and supplemental instructional materials, **supporting our District SPSA Goals.***
- \$167,625

#### **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, and to evaluate the programs designed to increase student achievement, **supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$154,516

#### **Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:**

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.*

- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- \$196,089

#### **Migrant Education**

Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, **supporting our District SPSA Goals.***
- \$228,906

#### **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, professional development and staff training related to mental health topics, 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.*
- 123,890

**Livermore Valley Joint Unified School District**  
**2019-2020 Migrant Education Program Site Plan – ALL SITES**

The LVJUSD Migrant Education Program (MEP) provides supplementary services for identified Migrant students based on their *Priority for Services Status* and the *Individual Student Needs Assessment* completed by classroom teachers, the MEP Coordinator, Counselor, and Outreach-Recruiters.

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and District support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intercession. Funds also support parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
- K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.
- High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
- High School Credit Recovery Programs –*Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
- Migrant Middle and High School Debate Teams – At Granada High School and Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in both English and Spanish, and support student participation in the regional and State debate competitions.
- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and General Education Development (GED) classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).
- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide intervention program information, facilitate parent meetings, and conduct program evaluations for the Region and State. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.

## Appendix D: Programs Included in this Plan

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

<b>Federal Programs</b>		<b>Allocation</b>
	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$1,500
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$1,500</b>

<b>State Programs</b>		<b>Allocation</b>
X	<b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$57,721
X	<b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$14,625
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$72,346</b>

<b>Local Funding</b>		
X	<b>Technology Funds – Local Parcel Tax</b>	\$13,626

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

**Projected LCFF Supplemental Funds \$14,625**

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
<u>Improvements or enhancement in instruction:</u>  (1) Provide intervention specialist for small group reading intervention support targeting socio-economically disadvantaged, English learners, and foster youth.	2019-2020	Principal	\$14,625	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
		<u>Total:</u>	14,625	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
<u>Parent Involvement:</u>				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
		<u>Grand Total:</u>	14,625	



## **Appendix H**

### **Livermore Valley Joint Unified School District Gifted and Talented Education Plan- ALL SITES**

#### **PROGRAM DESCRIPTION:**

Teachers at Sunset differentiate for their GATE students by providing assignments and projects which encourage critical thinking, problem solving, and cooperative learning. Sunset students are invited to participate monthly in District-wide events designed for GATE students.

### **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, document cameras, and educational classroom digital subscriptions are priorities for Sunset. As such, 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 2019-20

Elementary School Name: Sunset Date October 3, 2019 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 ELD Standards Proficiency Levels (Emerging (Em), Expanding (Ex), Bridging (Br))

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	Callon	Em, Ex, Br	M-F 9:15-10:00 and M-F 12:30-1:15	
K	Duff	Ex	M,T,Th,F 1:30-2:15 and M - F 9:45-10:30	
	Maciel	Ex, Br	M-F 8:30-9:15	M-F 9:15-10:00
	O'Rourke	Em, Br	M,T,Th,F 1:30-2:15 W 8:30-9:15 M - F 9:45-10:30	
	Sussman	Em, Br	M,T,Th,F 1:30-2:15 W 8:30-9:15 M - F 9:45-10:30	
First	Crittenden	Ex	M 12:30-1:15 and T,W,Th,F 8:30-9:15	
	Cross	Ex	M-F 10:30-11:00	
	Frerich	Br	M-F 10:30-11:00	
	Thompson	Br	M 8:30-9:15 and T,W,TH,F 9:15-9:45	

<b>Grade</b>	<b>Teacher</b>	<b>Proficiency Levels taught by this teacher (Em, Ex, Br)</b>	<b>Time Frame of ELA block (D-ELD will occur within this block)</b>	<b>Time Frame of Writing block (only if D-ELD will be taught during this time as well)</b>
Second	Shull	Ex, Br	M-F 10:15-11:00	M-F 9:15-10:00
	Hendrick	Br	M-F 10:15-12:05	
	Ybarra	Br	M-F 10:15-12:05	
Third	Azevedo	Em	M-F 10:35-12:05 and M-F 12:50-1:20	M-F 10:35-12:05 and 12:50-1:20
	Hopman	Br	M-F 9:00-10:20 and M-F 12:50-1:20	M-F 10:35-11:10
	Shepard	Br	M-W 8:35-9:05 and Th-F 9:50-10:20	
Fourth	Borjon	Br, Ex	M-F 9:00-10:20 and M-F 12-12:30	
	Knoles	Ex	M-F 10:40-12:35	
Fifth	Hendrick	Ex, Br	M-F 11:00-12:35	
	Sollitt	Br	M-F 12:00-12:30	M, T, TH, F 1:15-2:00