

School Year: **2020-21**

School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

School Name	Sunset Elementary School
Address	1671 Frankfurt Way Livermore, CA 94550
County-District-School (CDS) Code	01-61200-6097661
Principal	Tom Jones
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 19, 2020
Schoolsite Council (SSC) Approval Date	October 19, 2020
Local Board Approval Date	November 10, 2020

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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What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.69

What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students’ understanding of classroom curriculum, maximizing the achievement.....69

How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.69

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 Schoology, Google Meet, Counting Collections, Sunday, social emotional learning (SEL), and continued 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 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 Specific, Measurable, Achievable, Realistic, and Timely (SMART) goal setting workshop designed to support teachers’ professional growth in the California Standards for the Teaching Profession (CSTPs) aided teachers in identifying areas of focus, allowed for self-analysis using a rubric, and provided support in generating powerful goals for individual teachers in collaboration with the principal. 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 (ELD) Implementation Plan is completed through a collaborative effort at all grade levels. Students are grouped according to their overall English Language Proficiency Assessments for California (ELPAC) level. A minimum of 15 minutes of designated ELD instruction is offered daily for all ELD students; the time period dedicated to ELD instruction is included in the ELD Implementation Plan. Teachers use District adopted Benchmark Advance English Language Arts (ELA)/ English Language Development (ELD) curriculum, which is monitored by the principal. Additionally, teachers use opportunities within the school day, including intervention blocks, to further support progress in the English language. Teachers make use of manipulatives to demonstrate abstract concepts, use realia, videos, scaffold background knowledge, provide visuals, anchor charts, and explicitly teach vocabulary and grammar to support development of the English language and support 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 continue to incorporate Counting Collections and math coach support at transitional kindergarten, kindergarten, and first grade to strengthen number sense in our students. We are expanding Counting Collections to second grade through additional professional development. The curriculum, 95%, 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 classified intervention 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 aids 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 platform are delivered digitally to our families. Fun Runners, Garden Club, guest readers,

and classroom volunteer opportunities are important parent partnerships already embraced by our school, which are currently on hiatus due to distance learning. 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 and are exploring possibilities for virtual participation in support of classrooms.

Principal and staff visibility coupled with availability to parents during peak times, such as student arrival and departure, is representative of our efforts to informally engage and converse with our families. During distance learning, we are connecting remotely through virtual meetings using primarily Zoom and Google Meet. 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; during distance learning we are holding our meetings virtually. Our school webpage is maintained and updated regularly, as is our school marquee.

School Profile

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

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

In 2004, again Arroyo Mocho Elementary and Almond Elementary sites were closed and 200 students came to Sunset. Two portables were added to the campus to house the increase in student population. The school opened the 2004-2005 school year with 780 students and 38 teachers. At the end of the 2004-2005 school year, Sunset School moved to the old Arroyo Mocho site on Florence Way because extensive building and renovation was planned for the Frankfurt Way site. The staff was housed at the Arroyo Mocho site for two years. They moved back to the original site on June 11, 2007. Our current site encompasses 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 student population in the mid 700s, which draws students from the southern part of the city of Livermore. Sunset is a suburban neighborhood school. Our community is composed of a large percentage of people employed in professional and semi-professional occupations. This year, our student population in grades TK-3 is 26 students per class and 32 students per class in grades 4-5. We have a 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. During distance learning our students receive 100 minutes of asynchronous and 20 minutes of synchronous learning over the course of two weeks.

Primary financial support for the school is from State and Federal funds. Our Parent Teacher Organization (PTO) raises funds throughout the school year to help pay for release time for teacher collaboration and instructional planning, donations to general education and science specialists for supplemental supplies and programs in support of student learning, and community events, including a monthly drive through for families to pick up event specific student gift bags for movie nights, bingo, and holidays during distance learning.

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) during our regular schedule. Transitional kindergarten through grade 5 are released at 1:30 pm on Wednesdays. During distance learning we adhere to a modified schedule with all classes starting at 8:00 am and breaking for lunch at 11:40 am. Asynchronous learning is scheduled for the afternoon hours in further support of student learning.

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. During distance learning, 15 minutes of designated instruction in English is provided daily. 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: 58.1% White, 17.0% Hispanic/Latino, 11.7% Two or More Races, 11.0% Asian, 1.3% Black or African American, 1.1% Filipino, 9.1% Students with Disabilities, 7.5% Socioeconomically Disadvantaged, and 5.5% 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 first SSC meeting October 19, 2020. 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.13%	0%	0%	1	0	0
African American	0.52%	1.17%	1.31%	4	9	10
Asian	8.38%	10.12%	10.91%	65	78	83
Filipino	1.16%	1.17%	1.05%	9	9	8
Hispanic/Latino	18.04%	17.51%	16.95%	140	135	129
Pacific Islander	0.13%	0%	0%	1	0	0
White	61.60%	58.75%	58.08%	478	453	442
Multiple/No Response	0.39%	0.13%	11.7%	3	1	0
Total Enrollment				776	771	761

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	141	145	144
Grade 1	132	126	124
Grade 2	119	132	119
Grade 3	130	114	130
Grade 4	128	129	118
Grade 5	126	125	126
Total Enrollment	776	771	761

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	43	35	42	5.5%	4.5%	5.5%
Fluent English Proficient (FEP)	50	64	62	6.4%	8.3%	8.1%
Reclassified Fluent English Proficient (RFEP)	10	21	10	20.8%	48.8%	28.6%

Conclusions based on this data:

1. Sunset historically serves a small population of ELs averaging 5.2% of the student population over the last three years.
2. We have maintained a minimum of 20% of our ELs being reclassified as English proficient each year over the last three years.
3. We experienced a drop in percentage of our ELs being reclassified as English proficient from 2018-19 to 2019-20 school year.

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. Due to the COVID-19 pandemic, the CAASPP was not administered in Spring 2020. The following is analysis of Spring 2019 CAASPP data.
2. 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 3%, respectively. The writing claim was our highest percentage of students performing Below Standard in 2017-18, demonstrating positive growth. We decreased by 1% performing Below Standard in the listening claim and increased by 1% in students performing Below Standard in research/inquiry claim.
3. Our 3rd grade decreased the percentage of students demonstrating Standard Met or Exceeded by 3% with 79%. Our 4th grade maintained the percentage of students demonstrating Standard Met with 79%. Our 5th grade increased the percentage of students demonstrating Standard Met or Exceeded by 11% with 82%, demonstrating 20% 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
Grade 3	57.03	50.39	54.70	33.59	44.09	39.32	9.38	5.51	5.98
Grade 4	43.55	52.80	45.16	46.77	38.40	40.32	9.68	8.80	14.52
Grade 5	26.03	32.26	36.80	52.74	50.00	50.40	21.23	17.74	12.80
All Grades	41.46	45.21	45.36	44.72	44.15	43.44	13.82	10.64	11.20

Conclusions based on this data:

1. Due to the COVID-19 pandemic, the CAASPP was not administered in Spring 2020. The following is analysis of Spring 2019 CAASPP data.
2. Our overall percentage of students demonstrating Standard Met or Exceeded decreased from 72% to 69%. The percentage of students performing Below Standard increased by 2% from 2017-18. We remained largely static in the percentage of students scoring Below Standard in the three claim areas with greatest percentage in applying mathematical concepts and procedures.
3. Our 3rd grade decreased the percentage of students demonstrating Standard Met or Exceeded by 7% with 75%. Our 4th grade maintained the percentage of students demonstrating Standard Met or Exceeded with 73%. Our 5th grade increased the percentage of students demonstrating Standard Met or Exceeded by 1% with 59%.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1428.0		1437.1		1406.7		12
Grade 1		*		*		*		10
Grade 2		*		*		*		8
Grade 3		*		*		*		5
Grade 4		*		*		*		6
Grade 5		*		*		*		*
All Grades								44

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		25.00		58.33		8.33		8.33		12
All Grades		29.55		54.55		6.82		9.09		44

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		33.33		50.00		8.33		8.33		12
All Grades		52.27		31.82		6.82		9.09		44

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00		75.00		16.67		8.33		12
All Grades		11.36		50.00		29.55		9.09		44

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K		16.67		75.00		8.33		12	
All Grades		38.64		52.27		9.09		44	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		50.00		41.67		8.33		12
All Grades		70.45		20.45		9.09		44

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00		91.67		8.33		12
All Grades		20.45		61.36		18.18		44

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		66.67		25.00		8.33		12
All Grades		38.64		52.27		9.09		44

Conclusions based on this data:

1. Due to the COVID-19 pandemic, the ELPAC was not administered in the 19-20 school year. The following is an analysis of 18-19 data. Overall performance levels are: 30% of our English Language Learners are at level 4, 55% of our English Language Learners are at level 3, 7% of our English Language Learners are at level 2, and 9% 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 70% while our lowest in the reading category with 18%. 61% 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
Aerobic Capacity	125	98%	2%
Body Composition	125	78%	22%
Abdominal Strength and Endurance	125	97%	3%
Trunk Extensor Strength and Flexibility	125	94%	6%
Upper Body Strength and Endurance	125	95%	5%
Flexibility	125	94%	6%

Physical Fitness Test Results (PFT) 2018-19

% 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
Aerobic Capacity	124	90	10
Body Composition	124	69	31
Abdominal Strength and Endurance	124	94	6
Trunk Extensor Strength and Flexibility	124	92	8
Upper Body Strength and Endurance	124	87	13
Flexibility	124	90	10

Conclusions based on this data:

1. Due to the COVID-19 pandemic, the California Physical Fitness Test (PFT) was not administered in Spring 2020. The following is analysis of Spring 2019 PFT data.
2. 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%.
3. 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

Elementary Schools Grade 5:

Table

1. School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	72 %	4.7
2. Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	83 %	4.7
3. Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	82 %	6.1
1. School connectedness, a feeling of both physical and emotional safety, and being treated with respect by adults is important for student well being and academic achievement. We have work to do in order to help our students feel greater connection to their school, especially during distance learning; the lowest percentage was related to feeling close to people at school. Fostering personal connection with our students is a priority during both distance learning and onsite learning.		
2.		

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

7th or 9th Grade

11th Grade

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

School and Student Performance Data

Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
771	6.7	4.5	0.1

This is the total number of students enrolled.

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

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

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

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	4.5
Foster Youth	1	0.1
Homeless	0	0
Socioeconomically Disadvantaged	52	6.7
Students with Disabilities	71	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.2
American Indian	0	0
Asian	78	10.1
Filipino	9	1.2
Hispanic	135	17.5
Two or More Races	86	11.2
Pacific Islander	0	0
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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 424 479 457">English Language Arts</p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 424 950 457">Chronic Absenteeism</p>  <p data-bbox="792 506 847 533">Green</p>	<p data-bbox="1177 424 1404 457">Suspension Rate</p>  <p data-bbox="1263 506 1318 533">Blue</p>
<p data-bbox="251 621 414 655">Mathematics</p>  <p data-bbox="305 703 360 730">Blue</p>		

Conclusions based on this data:

1. We are performing well overall in the areas of academic performance, limiting chronic absenteeism, and use of suspensions as a form of discipline.

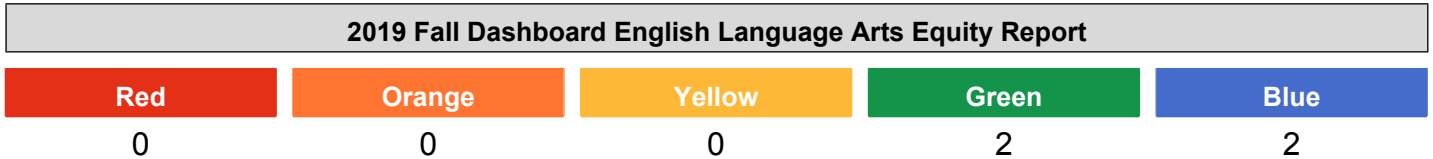
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 66.4 points above standard Increased ++12.8 points 357	<p>English Learners</p>  No Performance Color 44.1 points above standard Increased ++14.2 points 24	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  No Performance Color 1 points above standard Declined -12 points 22	<p>Students with Disabilities</p>  Green 2.7 points below standard Increased Significantly ++21.3 points 37

2019 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 2	 No Performance Color 0 Students	 No Performance Color 100.1 points above standard Increased Significantly ++28.8 points 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 39.4 points above standard Increased ++4.5 points 63	 Blue 66.8 points above standard Increased ++10.1 points 32	 No Performance Color 0 Students	 Blue 68.6 points above standard Increased ++12.9 points 223

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 8	86.8 points above standard Increased Significantly ++22.3 points 16	62.6 points above standard Increased ++9.3 points 313

Conclusions based on this data:

- All student groups maintained their performance levels or increased with the exception of 12.0 point decline for our Socioeconomically Disadvantaged student group. Our Asian student group has surpassed our Reclassified English Learners as our highest performing student group.
- Our Students with Disabilities experienced a 21.8 point gain, moving further toward closing the achievement gap with a two year increase of 57.1 points. Students with Disabilities are now just 2.7 points below standard.

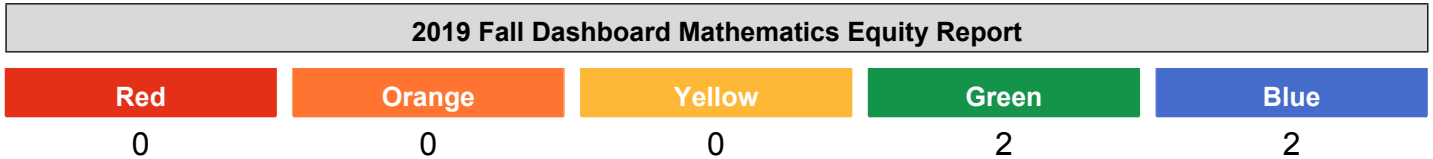
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>40.5 points above standard</p> <p>Increased ++3.8 points</p> <p>357</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>35.8 points above standard</p> <p>Maintained -1.5 points</p> <p>24</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>26.7 points below standard</p> <p>Declined -12.3 points</p> <p>22</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>14.3 points below standard</p> <p>Increased Significantly ++22.9 points</p> <p>37</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color 81.4 points above standard Increased Significantly ++15 points 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 16.7 points above standard Maintained ++2.5 points 63	 Blue 51.2 points above standard Increased ++8 points 32		 Blue 39.5 points above standard Maintained ++2.5 points 223

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 8	64.6 points above standard Declined -3.7 points 16	36.6 points above standard Maintained ++2.1 points 313

Conclusions based on this data:

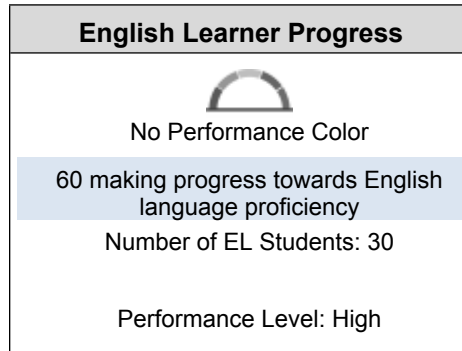
1. All student groups maintained their performance levels or increased with the exception of a 3.7 point decline for our Reclassified English Learners and a 12.3 point decline for our Socioeconomically Disadvantaged student group. Our Asian student group has surpassed our Reclassified English Learners as our highest performing student group.
2. Our Students with Disabilities experienced a 22.9 point gain, moving further toward closing the achievement gap with a two year increase of 49.2 points. Students with Disabilities are now just 14.3 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.3	26.6		

Conclusions based on this data:

- 50% of our English Learners progressed one or more ELPI levels, but 13% decreased. While this decrease is limited to 4 students, we need to target our students through both designated instruction in English and through intervention.
- Our small population of English Learners allows targeted intervention with our classified reading interventionist, especially those at level 1 and 2.

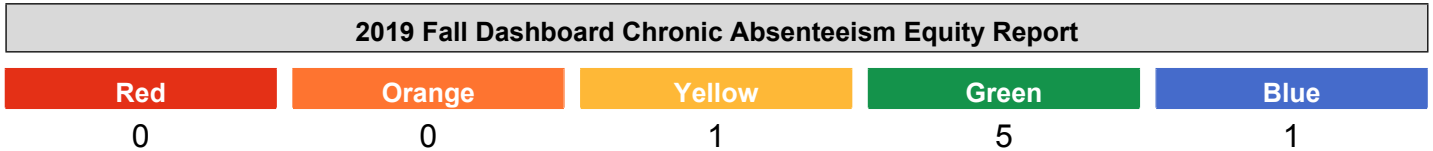
School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3.4</p> <p>Declined -0.7</p> <p>770</p>	<p>English Learners</p>  <p>Green</p> <p>4.9</p> <p>Declined -1.6</p> <p>41</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>3.6</p> <p>Declined -9.3</p> <p>56</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>7.8</p> <p>Maintained -0.3</p> <p>90</p>

2019 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	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 3.3 Declined -0.9 90	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.9 Declined -2.6 137	 Blue 2.4 Maintained -0.2 84	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 3.6 Maintained 0 444

Conclusions based on this data:

1. Our Socioeconomically Disadvantaged student group had the highest percentage of chronically absent the year prior, but has decreased 9.3% and is aligned with our site average for all students.
2. Our Hispanic student group had the highest percentage of chronically absent when compared to other student groups and declined by 2.6%, a two year decrease of 3.9%. Our Hispanic student group is now lower than our school wide average of 3.4%.

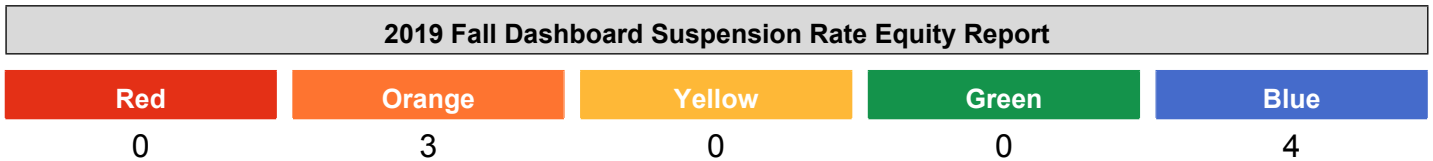
School and Student Performance Data

Conditions & Climate Suspension Rate






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



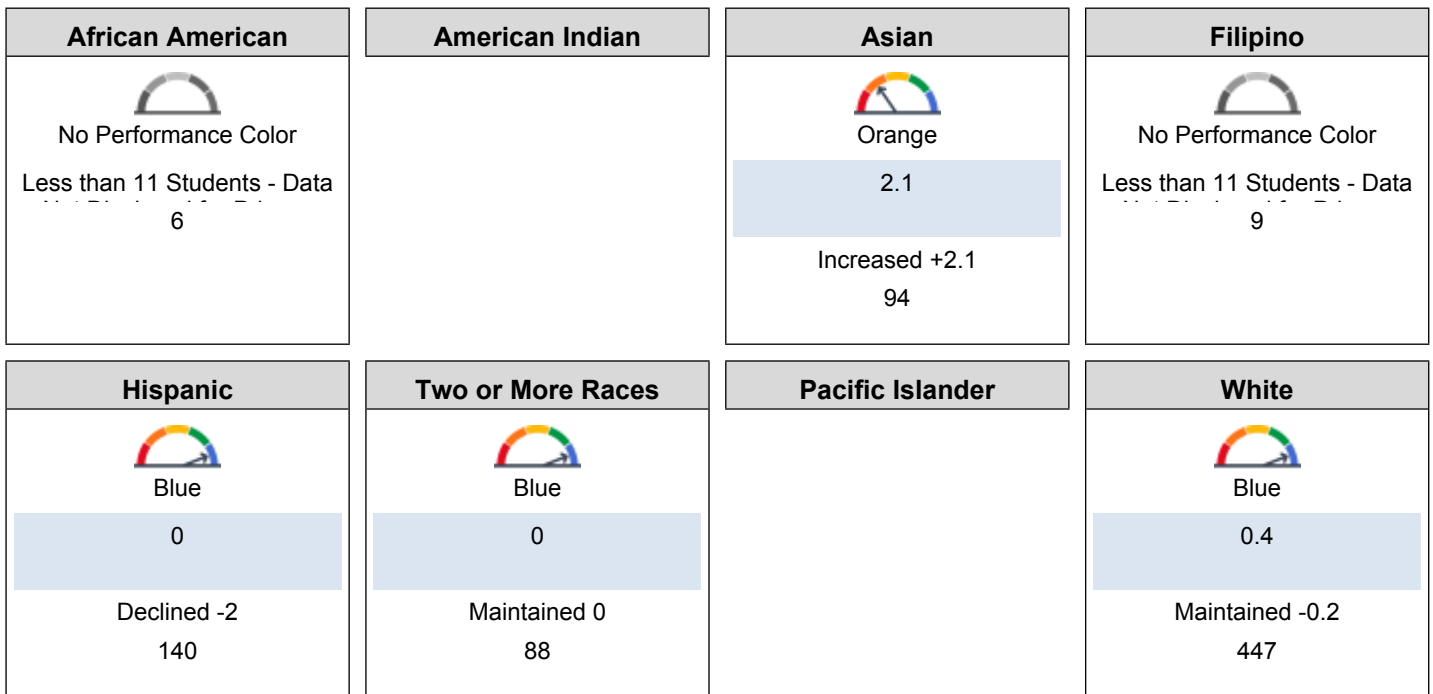
This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.5 Maintained -0.2 784	<p>English Learners</p>  Orange 2.3 Increased +2.3 44	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Blue 0 Maintained 0 59	<p>Students with Disabilities</p>  Orange 3.2 Increased +1 93

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.5

Conclusions based on this data:

1. Sunset continues to have a very low suspension rate, overall, with 8 suspensions.

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	In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year. 2018-19 data indicated 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%.
CAASPP data	In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year. 2018-19 data indicated 69% of students met or exceeded the standard in Math.	We will increase the percentage of students meeting or exceeding the standard by 2% in math from 69% to 71%.

Planned Strategies/Activities

Strategy/Activity 1

ELA/ELD:

We will continue our school wide focus on Tier-1 instruction using Benchmark Advance and Teacher's College curriculum with a focus on small group instruction, online resources, data analysis, analysis of rubrics, Universal Design for Learning, differentiated instruction, and strategies which support English Learners. Teachers will use professional learning communities to analyze student performance data and inform Tier-instruction. We will continue to utilize reading intervention for our at-promise students using universal screening tools, including easyCBM. We will incorporate additional reading intervention curriculum to include Barton, Sonday, and 95%. The Coordination of

Support Team (COST) will monitor the progress and performance of students with individualized education plans. As a result of COVID-19 and distance learning, we will provide both synchronous and asynchronous learning through English Language Arts blocks daily. Schoology will be leveraged as a learning hub to connect students and teachers virtually.

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-2021

Person(s) Responsible

Principal/Teachers/Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	17,600
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Flexible reading small group intervention support.

Strategy/Activity 2

Mathematics:

We will focus on improving Tier-1 instruction using Investigations3 curriculum through professional development on small group instruction, online resources, data analysis, Universal Design for Learning, differentiated instruction, and strategies that support English Learners. Teachers will use professional learning communities to analyze student performance data and inform Tier-1 instruction. Additionally, we will continue to implement Counting Collections with support from math coaches for Transitional Kindergarten (TK), Kindergarten (K), first, and second grade classrooms to develop greater number sense for our youngest learners. We will commit to a minimum of 60 minutes (grades 1-5; 45 minutes grades TK and K) of math instruction daily, using Investigations3 and supplemental resources. As a result of the COVID-19 pandemic and distance learning, we will provide both synchronous and asynchronous learning through mathematics blocks daily. Schoology will be leveraged as a learning hub to connect students and teachers virtually. Supplemental curriculum, including Dreambox and IXL, will be used to support student learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Articulation:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional development for staff via conferences and/or workshops

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

Fitnessgram – Grades 5, 7, and 9
 Healthy Kids Survey – Grades 5, 7, 9, and 11 (every other year)
 Annual attendance rate/chronic absenteeism
 Suspension rate
 Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School-Wide Information System (SWIS), Healthy Kids Survey, Positive Behavioral Interventions and Support (PBIS) documents	We have fully implemented our District social emotional curriculum, Choose Love, as part of our Multi-Tiered Systems of Supports (MTSS). We are identified as a Cohort 3 school for implementation of Positive Behavioral Interventions and Supports (PBIS) and began team trainings in Spring 2020.	We will continue to promote clear expectations for behavior, inclusiveness, and cultural diversity appreciation. We will begin implementing strategies and components of PBIS during distance learning.
Suspension data	Our overall suspension rate is very low; in total there were a total of 8 suspensions totaling 9 days.	A decrease in total number of suspensions remains a goal, however, maintaining a safe environment for staff and students remains a priority and suspension may be enlisted as a means to ensure safety on our campus.
Annual attendance rate/chronic absenteeism	Our percentage of students classified as chronically absent is 4%. We regularly maintain an average monthly attendance rate of 95% or higher.	We will decrease the percentage of students classified as chronically absent to 2% while maintaining an average monthly attendance rate of 95% or higher. In alignment with Senate Bill (SB) 98 and its requirements, we will monitor attendance and student engagement during both synchronous and asynchronous learning so as to appropriately support students and their families during distance learning.
Physical Fitness Activity Logs	In March 2020, the U.S. Department of Education approved California's request to waive statewide	The Physical Fitness Test administered to 5th grade students yearly has been cancelled for the

Metric/Indicator**Baseline****Expected Outcome**

accountability and reporting requirements for the 2019-2020 school year. 2018-19 data from the Physical Fitness Test (PFT) indicated our percentage of students achieving Healthy Fitness Zone was 91%.

2020-2021 school year. Students will participate in daily physical activity as part of an overall healthy lifestyle. Our ongoing goal, as measured by the PFT, is to maintain a Healthy Fitness Zone of 90% or higher once testing resumes in 2021-22.

Planned Strategies/Activities**Strategy/Activity 1**

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

None

Strategy/Activity 2

Suspensions:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-2021

Person(s) Responsible

Principal/Teachers/Child Welfare Attendance Aide (CWA)

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 3

Attendance/Chronic Absenteeism/Pupil Engagement:

Child Welfare and Attendance (CWA) to contact families of students classified as chronically absent during the 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 and Schoology. Teacher to contact parent when student has not participated in distance learning and contact both the principal and CWA upon accumulation of 3 days of lack of engagement or attendance in a week. In alignment with SB 98, daily attendance is monitored and engagement logs are maintained by teachers.

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-2021

Person(s) Responsible

Principals/Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 4

Physical Fitness:

Teachers will assign 20 minutes of daily physical activity to students through Schoology and maintain logs, which are monitored by the principal, to support a healthy lifestyle during distance learning. Regular physical education will be implemented at school in alignment with the 200 minutes per two week state mandate should students return to campus.

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

Enhance parent and community engagement and communication.

Basis for this Goal

Teachers utilizing online communication/gradebook
Parent participation on site committees
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. Monthly newsletters are emailed to families and posted on our webpage.</p> <p>Our Parent Teacher Organization (PTO) is active in fundraising and hosting a variety of events for the benefit of our school community.</p> <p>We welcome volunteers to our classrooms to support student learning and have a healthy volunteer base when school is open.</p>	<p>We will continue to utilize our webpage and mass notification via both email and text, to maintain our communication efforts with parents and the community. A monthly update from the principal will be posted on our webpage and emailed to families, as well.</p> <p>In partnership with our PTO, we will support parent/family involvement through virtual activities and socially distanced events such as movie nights and family bingo with monthly drive thru for supply pickup during distance learning.</p> <p>We will partner with our parents to leverage opportunities for virtual volunteering in the classroom during distance learning.</p>

Planned Strategies/Activities

Strategy/Activity 1

Enhance parent and community engagement and communication:

We will regularly communicate with parents regarding opportunities to be involved and support student learning including: after school enrichment activities, School Site Council, Choose Love Parent Resources, virtual field trips, and online learning resources partnering school and home based learning. Ongoing planning and coordination with our

PTO to reimagine and implement our traditions will occur through virtual planning meetings, including monthly PTO meetings with teacher representatives and principal in attendance during distance learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-2021

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: 2019-20

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 80% to 82%.	In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year.
CAASPP data	We will increase the percentage of students meeting or exceeding the standard by 2% in math from 69% to 71%.	In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year.
CAASPP data	We will increase the percentage of students exceeding the standard by 5% in ELA/Writing claim from 44% to 49%.	In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Teaching staff have become proficient in the use of our Benchmark Advance curriculum and have implemented small group instruction to focus on skill development. Reader's Workshop has been established; Project Based Learning is a growth area still. Our intervention efforts were very successful due largely in part to the addition of a new reading specialist. Barton was implemented not only for reading intervention, but to support our students	\$14,625 1000-1999: Certificated Personnel Salaries LCFF - Supplemental	\$14,625 1000-1999: Certificated Personnel Salaries LCFF - Supplemental

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>receiving specialized academic instruction through our special education program.</p>		
<p>Mathematics: We will focus on improving Tier-1 instruction using Investigations3 curriculum through professional development on small group instruction, online resources, data analysis, Universal Design for Learning, differentiated instruction, and strategies that support English Learners. Teachers will use 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</p>	<p>Majority of teaching staff are comfortable with our math curriculum and leverage it with fidelity. Supplementing to support the standards is common, including the use of digital tools and learning platforms. Counting Collections is well established in Transitional Kindergarten and Kindergarten; additionally, we hosted a Family Counting Night to bridge the strategy to families in support of student learning and deeper development of conceptual knowledge. Minimum minutes for math instruction were adhered to and often exceeded. SVMl is underutilized by teaching staff and is an area of continued encouragement for enrichment.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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 Investigations3 and supplemental resources, including those from the Silicon Valley Math Initiative (SVMI).</p>			
<p>Writing: We will focus on improving 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 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.</p>	<p>Teaching staff have developed strength in the area of the workshop model and have incorporated strategies and instructional methods across the curriculum. Analysis of student work is done more on an independent basis by individual teachers during the workshop model and student conferencing in the classroom. There is room for growth in the practice of regular, ongoing grade-level analysis of student writing.</p>		
<p>Articulation: We will continue to improve articulation and collaboration amongst staff through our Professional Learning Communities (PLCs) and Instructional Leadership Team (ILT). We will use ILT meetings to identify and communicate areas of focus for PLCs, discuss PLC minutes, and support staff in their efforts and</p>	<p>We have improved our practice in aligning our collaboration time to the foundational components of PLCs. Weekly minutes are embedded on a single document with sections for each grade level as a continued effort for transparency, collaboration, communication, and accountability. An analysis of minutes for the</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
identified needs as they relate to student learning.	school year revealed ongoing discussions focused on student achievement.		

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.

Even without CAASPP scores for 2019-20 to quantify the effectiveness of our strategies/activities, they were effective in that best practices have continued to be implemented and the collective capacity of our PLCs has expanded. A continued emphasis and focus of our PLCs should be on increasing student achievement, including those already demonstrating proficiency on State Standards, through ongoing analysis of student work to guide instruction in both whole and small groups.

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.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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
Suspension data	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. 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.	Due to the COVID-19 pandemic, our 4 days of scheduled PBIS training was reduced to 1 full day and two 1.5 hour online trainings. Trainings are scheduled to begin in November 2020 as part of our ongoing commitment to building our Multi-Tiered Systems of Support (MTSS). Suspension are largely static at Sunset; students were suspended for using physical force on another when other means of correction were not appropriate for ensuring the safety of students. Conflict resolution was a focus of the principal, including when making the decision to suspend a student.
Annual attendance rate/chronic absenteeism	We will decrease the percentage of students classified as chronically absent to 2%.	Our chronically absent percentage increased from 3% to 4.1%, which is concerning. Our goal remains reduction to 2%.
Physical Fitness Test Results (5th grade)	We will maintain the percentage of students achieving the Healthy Fitness Zone at 90% or above.	With the addition of a new Physical Education Specialist funded by our Parent Teacher Organization, our students regularly participated in stretching, strength exercises, cardiovascular improvement, and a variety of skill based activities to compliment games and sports. In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year; this included the Physical Fitness Test (PFT) used to determine the Healthy Fitness Zone.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Character Education/Suspensions/Diversity Appreciation/Respectful and Inclusive Environment for all Students:</p> <p>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 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).</p>	<p>Teaching staff have implemented Choose Love curriculum in their classrooms and are doing so even more regularly during distance learning through their morning meetings. The realization of the importance of supporting our students and their social emotional well being is highly recognized as a non-negotiable. Students continue to be suspended only when other means of correction are deemed ineffective for ensuring a safe campus. Substantial time and energy were invested in helping students with conflict resolution prior to escalation to physical force and intent to cause harm. We added an additional noon supervisor position, bringing our total to 7. This has provided greater levels of supervision for students during lunch and lunch recess. It has also allowed regular access to our grass field for much needed physical activity for students, without compromising student safety due to a lack of supervision. Our PBIS training, as a Cohort 3 school, was halted because of the COVID-19 pandemic, but our team was formed and 1 of 4 trainings has been completed.</p>		
<p>Attendance/Chronic Absenteeism: Child Welfare and Attendance (CWA) to contact families of students classified as</p>	<p>Our CWA coordinated closely with our office assistant whose primary role is to oversee and monitor student attendance. During</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>chronically absent during the 2018-2019 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 webpage.</p>	<p>distance learning in the Spring, a student engagement document was created to provide principal and CWA information from the teacher regarding students not actively participating in learning, as evidenced by lack of work completion or failure to log on to virtual meetings hosted by the classroom teacher. Outreach actively sought to understand the why behind lack of engagement in order to leverage a solution toward improvement. Students without reliable laptops were provided Chromebooks from school site.</p>		
<p>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.</p>	<p>Physical Education time with our specialist was highly productive and targeted stretching, strength exercises, cardiovascular improvement, and a variety of skill based activities to complement games and sports. New to the position, moving from her former role as a noon supervisor, our PE specialist met regularly with our District PE TOSA and collaborated on classroom management, theme based instruction around skill development, and incorporation of exercise to grow healthy, active students.</p>		

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. Due to the COVID-19 pandemic, PBIS training was postponed, but is scheduled to begin in November. Implementation is still a priority and the initial team is still excited about the work ahead.

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

Our percentage of chronically absent students remains under 5%, however there is disappointment with the increase to 4.1%. We will continue to communicate the importance of regular attendance at school, both in a traditional school setting and during distance learning. School connectedness, specifically feeling a connection with staff, is an area identified as a relative weakness in the Healthy Kids Survey, so we will actively encourage and foster staff and student relations as a catalyst for improving overall attendance rates while decreasing our percentage of chronically absent students.

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.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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 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. 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>	<p>Blackboard was used extensively, especially during our spring move to distance learning to keep families updated and engaged with our school community. Principal newsletters were published monthly using Smore; analytics indicated high level of opening via email by parents. Our webmaster posted messages and newsletters on our webpage for additional access to families. Principal did not host informal socials prior to PTO meetings, as proposed, opting instead to coordinate with the PTO and attend general meetings following regular PTO executive board meetings. We successfully hosted the Harvest Carnival, Fun Runners, and classes in our Sunset Garden. We did involve numerous stakeholders, including parents, in a County-sponsored Traffic Safety Study. We eagerly await recommendations for improving traffic safety to ensure safe ingress and egress of our students and their families. Due to social distancing requirements, we did not host the Gala nor Multi-Cultural Event.</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: We will regularly communicate with parents regarding opportunities to be involved and support student learning including: after school enrichment activities, School Site</p>	<p>After school enrichment activities were coordinated with the sponsoring efforts of our PTO; activities available to students included choir, music, flag football, and Lego building. Our School Site Council met 3 times prior to school</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>dismissal and distance learning. Our meetings were productive and focused on monitoring of the strategies outlined in our School Plan for Student Achievement. Our efforts did not materialize due to ongoing restrictions related to the Covid-19 pandemic. Online learning resources became paramount to our distance learning efforts in the spring. Google Classroom, Zoom and Webex were used extensively by our staff and families. Google Calendar is a tool continuing to be utilized and an important resource for staff and families.</p>		

Analysis

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

Due to the COVID-19 pandemic, we were unable to successfully implement our strategies/activities fully, but we are proud of the adjustments we made to ensure continued partnering with our family and community.

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 remain actively engaged at Sunset; we are confident that when we are able to return to our traditional school schedule, we will see our traditions such as the Gala and multi-cultural event return.

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 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	\$1,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	19,100.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$70,320	70,320.00
LCFF - Supplemental	\$17,600	0.00
Title II Part A: Improving Teacher Quality	\$1,500	0.00
Other	\$13,338	13,338.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	17,600.00
Title II Part A: Improving Teacher Quality	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
2000-2999: Classified Personnel Salaries	17,600.00
5000-5999: Services And Other Operating Expenditures	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	17,600.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1,500.00

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
Shannon Azevedo	Classroom Teacher
Leah Hopman	Classroom Teacher
Leslie Montgomery	Classroom Teacher
Tara Stevulak	Other School Staff
Tami Bui	Parent or Community Member
Marina Bunce	Parent or Community Member
Melissa Martella	Parent or Community Member
Celene Resong	Parent or Community Member
Gina Tuft	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

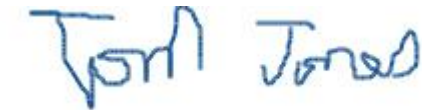
English Learner Advisory Committee

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 19, 2020.

Attested:



Principal, Tom Jones on 10-19-2020



SSC Chairperson, Celene Resong on 10-19-2020

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2020-2021 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.***
- \$66,463

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.*
- \$64,690

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.***
- \$204,194

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.***
- \$259,691

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.*
- \$35,789

Livermore Valley Joint Unified School District
2020-2021 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 intersession. 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 Speech and 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.

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

Appendix D: Programs Included in this Plan

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

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

State Programs		Allocation
X	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$70,320
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$17,600
Total amount of federal categorical funds allocated to this school		\$87,920

Local Funding		
X	Technology Funds – Local Parcel Tax	\$13,338

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

Projected LCFF Supplemental Funds \$17,600

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> Flexible reading and math small group intervention support.				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
September 2020- June 2021	Principal	\$17,600		
			<u>Total:</u> 17,600	
<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> 17,600	

Appendix F

School Site: Sunset Elementary School LVJUSD Site Allocation Plan for Title I

\$ Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students	Timeline/ Accountability	Person(s) Responsible	Estimated Cost
High quality, supplemental direct language, reading and writing instruction:			
Supplemental materials, computers, software, books, supplies may be purchased:			
Staff Development and Professional Collaboration, training costs, substitute costs:			
Parental Involvement:			

Appendix G: Title I School-Level Parental Involvement Policy Sunset Elementary School, Livermore, CA

Sunset Elementary School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

School-Parent Compact

Building Capacity for Involvement

Accessibility

Appendix H

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

PROGRAM DESCRIPTION:

Teachers at Sunset differentiate for their Gifted and Talented Education (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, and teacher laptop replacements for units over 5 years old are priorities for Sunset. Replacement of digital teaching tools, based on relative age of equipment, will continue to be our focus for expenditures this year, especially due to their importance for distance learning and support of virtual classrooms.

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2020-21

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

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

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

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

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

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)
Fourth	Borjon	1/2	M,T,Th, F 10:00-11:30 AM W 8:45- 9:00 AM	
	Hetherington	None		
	Knoles	None		
	Vanderhorst	4	M,T,Th, F 10:00-11:30 AM W 8:45- 9:00 AM	
Fifth	Carroll	None		
	Deiling	None		
	Hendrick J	None		
	Linney	2/3	M,T,W,Th, F 8:20-8:35 AM	

Appendix J

2020-21 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

PROGRAM DESCRIPTION:

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

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

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

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