

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **SUNSET VIEW ELEMENTARY SCHOOL**

2020-21

37-68338-6040208
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Oconnor, Jennifer

Contact Person: Oconnor, Jennifer

Position: Principal

Telephone Number: 619-223-7156

Address: 4365 Hill St, Sunset View Elementary, San Diego, CA, 92107-4116,

E-mail Address: joconnor@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA Evaluation of LCFF Funded Actions and Activities
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a comprehensive school plan. The staff at Sunset View supports the San Diego Unified School District's vision to create a quality school in every neighborhood. The indicators of a quality neighborhood school are: access to a broad and challenging curriculum, quality teaching, quality leadership, professional learning for all staff, closing the achievement gap with high expectations for all, parent/community engagement around student achievement, quality support staff integrated and focused on student achievement, a supportive environment that values diversity in the service of students, high enrollment of neighborhood students, digital literacy, community involvement in support of extended learning opportunities, and safe and well-maintained facilities.

To provide a quality instructional program at Sunset View, the staff works collaboratively to design instruction that supports the academic, social, and emotional needs of our students. This instruction builds upon each student's critical thinking skills, incorporates arts and sciences, and utilizes problem-based learning and targeted instruction to meet student needs.

This School Plan for Student Achievement includes goals and strategies that will improve student learning and attendance. The goal is to continue to build on the good work that has been done and to extend opportunities for learning to all stakeholders in the Sunset View community.

PURPOSE AND DESCRIPTION

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT

The Sunset View community has a well-defined culture of excellence and participation. Parents volunteer in classrooms, the library, and at recess/lunch. Parents attend and often take leadership roles in schoolwide events. A special website (Konstella) is provided by our Foundation that enables parents to stay in touch with each other and the school staff. Weekly parent and student/teacher communication are electronically broadcast and tracked to ensure information is distributed of school events and focus.

It is essential that our stakeholders also have the opportunity to review schoolwide data and provide input in decisions that seek to continually improve student achievement. The Sunset View SGT and SSC meet on the first and second Friday of each month. The SSC Reviewed the SPSA on October 9, 2020.

RESOURCE INEQUITIES

Sunset View examined data from Smarter Balanced Assessments (ELA Multi-year Demographic Summary), The California Dashboard, Student Survey Results (California Healthy Kids Survey), Parent Survey Results (California School Parent Survey), Staff Survey Results (California School Staff Survey), and site data to complete a root cause analysis.

The Smarter Balanced Summative Test Results revealed that 83.9% of Sunset View students in grades 3 and 4 met or exceeded standards in English Language Arts (ELA) in 2019. This represented a schoolwide growth (8.6%) from 2015 to 2019. However, there was a decline in growth (-1.6%) from the previous year (2018). Grade 4 made the most substantial growth during the past 5 years with a 20.1% improvement (73.4% to 93.5% meeting or exceeding standards.) Grade 3 student scores remained relatively flat (76.7% to 76.0%) over the 5-year period (2015-2019). The year-to-year scores were erratic (76.7%, 83.5%, 75.3%, 84.4% and 76.0% respectively).

In Mathematics, 84.7% of students in grades 3 and 4 met or exceeded standards in 2019. The schoolwide growth from 2015 to 2019 was 2.2%, but as with English Language Arts, there was a decline of 4.1% from the previous year (2018). Grade 4 saw a 9.1% growth from 2015 to 2019. The biggest jump came from 2015 to 2016 (79.6% to 88.8%) with the remaining years 2017-2019 staying relatively flat. Grade 3 scores in Mathematics have shown a decline of 4.3% in students meeting or exceeding standards from 2015 to 2019 (85.6%, 81.0%, 77.4%, 89.1%, 81.3%).

Looking at students in cohorts, the 2015 Grade 3 student group met or exceeded grade-level standards at 76.7% (ELA) and 85.6% (Math). When this group of students moved to Grade 4 in 2016, they met or exceeded grade-level standards at 87.6% and 88.8% (Math). This group of students saw a 10.9% increase in ELA and a 3.2% increase in Math.

The 2016 Grade 3 student group met or exceeded grade-level standards at 83.5% (ELA) and 81.0% (Math). When this group of students moved to Grade 4 in 2017, they met or exceeded grade-level standards at 84.2% and 86.8% (Math). This group of students saw a 0.7% increase in ELA and a 5.8% increase in Math.

The 2017 Grade 3 student group met or exceeded grade-level standards at 75.3% (ELA) and 77.4% (Math). When this group of students moved to Grade 4 in 2018, they met or exceeded grade-level standards at 86.4% and 88.6% (Math). This group of students saw an 11.1% increase in ELA and an 11.2% increase in Math.

The 2018 Grade 3 student group met or exceeded grade-level standards at 84.4% (ELA) and 89.1% (Math). When this group of students moved to Grade 4 in 2019, they met or exceeded grade-level standards at 93.5% and 88.7% (Math). This group of students saw a 9.1% increase in ELA and a -0.4% decrease in Math. In the analysis of SBAC results, it is important to note that both the small number of students tested and the variance in numbers of students tested may have had an impact on the scores.

Sunset View students are predominantly White (72.2% in Fall 2018). Their ELA and Math scores were slightly higher than the schoolwide average. Three subgroups of students - Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities— scored significantly below the schoolwide average in ELA (70.0%, 65.2% and 50.0%) and also in Math (70.0%, 65.2% and 41.7%).

A review of the California School Dashboard revealed that absenteeism at Sunset View is an area of concern for Socioeconomically Disadvantaged Students (16%), Students with Disabilities (7.5%), and Students of Two or More Races (9.0%). While the numbers of students in each of these subgroups are small (68, 32, and 41 respectively) and there is some overlap, they represent students and families that need additional support. The school nurse, counselor, and classroom teachers work with parents to emphasize the importance of regular, on-time attendance.

Based on the data, it is evident that the large majority of Sunset View students meet or exceed standards (83.9% in ELA and 84.7% in Math). It is essential for Sunset View not to become complacent with these strong results and instead see the urgency to increase support for our students who have not met the grade-level standards in ELA and Math.

To support the learning needs of our students in ELA and Math, professional development will focus on growing our online learning environment and gaining a deeper understanding of the ELA and Math standards. Classroom teachers will continue their 2-hour weekly Professional Learning Communities (PLCs). During the PLCs, classroom teachers analyze student data and refine instruction to address areas of needed attention/re-teaching. Students identified as not meeting standards on classroom assessments will be targeted for additional instruction and support including before school tutoring.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Jennifer O'Connor	Principal
Amy O'Leary	Classroom Teacher
Susan Cook	Classroom Teacher
Anne Lutz	Classroom Teacher
Denyse Johnson	Other School Staff
Miriah Dematos	Parent
Jessica Kimball	Parent
Stacie Bernard	Parent
George Dimou	Parent
Ellen Freund	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Sunset View focused on chronic absenteeism last year, however, we moved from the green to the yellow indicator on the California Dashboard. We saw a decrease in chronic absenteeism in our English Learner, Students with Disabilities, and Students with Two or More Races subgroups, an increase in our Socioeconomically Disadvantaged subgroup, and maintained the same in other subgroups. We will continue to focus on chronic absenteeism.

*Major Differences

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

No major differences

*Changes

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

We will not make any changes to our course of action regarding attendance. We will continue to engage in restorative practices. We will explore other social emotional supports.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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June 2021	TK-4	Decrease the schoolwide chronic absenteeism rate	8%	5%	Attendance	Trimester
June 2021	TK-4	Increase in the “strongly agree” rate that the “school actively seeks the input of parents before making decisions	40%	50%	CAL-SCHLS (CSPS)	Annually
June 2021	TK-4	Increase in the average cultural sensitivity rate (“strongly agree” in each of the 2 indicators)	47% (average of 2 indicators)	57%	CAL-SCHLS (CSPS)	Annually

*Identified Need

On the California School Dashboard (2019), Sunset View is in the yellow in Chronic Absenteeism. The overall school chronic absenteeism rate is 8%.

Chronic Absenteeism Rates (by Subgroups):

Students of two or more races=7.3%

Students with disabilities=9.1%

Socioeconomically disadvantaged=17.1%

Hispanic=8.8%

White=7.9%

214 Sunset View parents completed the 2018 California School Parent Survey (CSPS). The student population at Sunset View in the Spring of 2018 was 438.

Parent Involvement Indicators:

-School actively seeks the input of parents before making important decisions=40%

-School treats all children with respect=56%

-School promotes respect of all cultural beliefs and practices = 38%

*Online Learning Implications

-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.

-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

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-SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.

-Social-Emotional Learning and Restorative Justice Practices

-Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.

-Schools will continue wellness efforts via school wellness coordinators.

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

-Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.

-Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.

-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	Two or More Races	Decrease chronic absenteeism	9.5%	5%	Attendance	Monthly
June 2021	TK-4	Students with Disabilities	Decrease chronic absenteeism	14.6%	10%	Attendance	Monthly
June 2021	TK-4	Hispanic or Latino	Decrease chronic absenteeism	12.9%	8%	Attendance	Monthly
June 2021	TK-4	Black or African American	Decrease chronic absenteeism	Baseline	5%	Attendance	Monthly

Strategy/Activity 1

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

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All Sunset View Students will be served from this strategy/activity in the area of **Chronic Absenteeism**, including the following subgroups: students of two or more races, students with disabilities, students who are considered socioeconomically disadvantaged, and Hispanic students.

***Strategy/Activity - Description**

The principal, school counselor, school nurse, classroom teachers, and attendance clerk will work collaboratively to monitor monthly student attendance and implement individualized strategies that will promote on-time daily attendance and decrease chronic absenteeism.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Strategy/Activity 2

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

All Sunset View Students will be served from this strategy/activity in the areas of **Parent Involvement**, and **Respect and Cultural Sensitivity**

***Strategy/Activity - Description**

The principal will solicit information from parents about decisions impacting the school and/or their children. The principal will encourage parent involvement in the Site Governance Team and the School Site Council as the two decision-making bodies at the site. The Sunset View staff will continue to utilize restorative practices and culturally responsive teaching to improve parents' and students' perception of respect and cultural sensitivity in the school.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Sunset View's ELA instruction is implemented by credentialed teachers who participate in weekly PLC collaboration and planning meetings where they discuss best practices, monitor student data, and adjust instructional goals. Lucy Calkins Reading and Writing curriculum was used across all grade levels in 2019-2020. Before school tutoring is limited and funded for student's who struggle with reading and attend Primetime. The effectiveness of the ELA program at Sunset View was not determined due to the COVID closure and no CAASPP was administered. Currently, the district has adopted Benchmark Curriculum for Reading, Phonics, and Writing to provide a research-based English Language Arts program as a guaranteed viable curriculum.

*Major Differences

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

No major differences. Online learning will present implementation challenges in a virtual learning environment.

*Changes

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.

This year, teachers will begin implementing Benchmark curriculum. Strategic goals will be developed based on CAASPP and DRA and individually identified student needs in which teachers will use any allowable pullout days, professional collaboration, and student conference days as means to reach achievement gaps across all content areas. Teachers, in grade-level PLCs, need to ensure that the goals are reviewed at each PLC, assessments related to the goals are analyzed, subsequent instruction is planned, and actions are planned for students not meeting the goals.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting or exceeding grade level standards	76.6%	80%	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting or exceeding grade level standards	93.5%	94%	CAASPP ELA	Annually
June 2021	3-4	Increase ELA Achievement data	Baseline	90%	DRA 2	Three time per year

***Identified Need**

The Smarter Balanced Summative Test Results revealed that 83.9% of Sunset View students in grades 3 and 4 met or exceeded standards in English Language Arts (ELA) in 2019. This represented a school wide growth (8.6%) from 2015 to 2019. However, there was a decline in growth (-1.6%) from the previous year (2018). Grade 4 made the most substantial growth during the past 5 years with a 20.1% improvement (73.4% to 93.5% meeting or exceeding standards.) Grade 3 student scores remained relatively flat (76.7% to 76.0%) over the 5-year period (2015-2019). The year-to-year scores were erratic (76.7%, 83.5%, 75.3%, 84.4% and 76.0% respectively).

Looking at students in cohorts, the 2015 Grade 3 student group met or exceeded grade level standards at 76.7% (ELA). When this group of students moved to Grade 4 in 2016, they met or exceeded grade level standards at 87.6%. This group of students saw a 10.9% increase in ELA.

The 2016 Grade 3 student group met or exceeded grade level standards at 83.5% (ELA) When this group of students moved to Grade 4 in 2017, they met or exceeded grade level standards at 84.2%. This group of students saw a 0.7% increase in ELA.

The 2017 Grade 3 student group met or exceeded grade level standards at 75.3% (ELA). When this group of students moved to Grade 4 in 2018, they met or exceeded grade level standards at 86.4%. This group of students saw a 11.1% increase in ELA.

The 2018 Grade 3 student group met or exceeded grade level standards at 84.4% (ELA). When this group of students moved to Grade 4 in 2019, they met or exceeded grade level standards at 93.5%. This group of students saw a 9.1% increase in ELA .

To support the learning needs of our students in ELA, professional development will focus on gaining a deeper understanding of the ELA standards. Classroom teachers will continue their 2-hour weekly Professional Learning Communities (PLCs). During the PLCs, classroom teachers will analyze

specific student data, including benchmark assessments, and refine instruction to address areas of needed attention/re-teaching. Students identified as not meeting standards on classroom assessments will be targeted for additional instruction and support including before school tutoring.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Hispanic or Latino	Increase the percentage of students meeting or exceeding grade level standards	60%	70%	CAASPP ELA	Annually
June 2021	4	Hispanic or Latino	Increase the percentage of students meeting or exceeding grade level standards	80%	85%	CAASPP ELA	Annually
June 2021	3, 4	Students with Disabilities	Increase the percentage of students meeting	50.0%	60%	CAASPP ELA	Annually

			or exceeding grade level standards				
June 2021	3, 4	English Learner	Increase the percentage of students meeting or exceeding grade level standards	TBD	75%	CAASPP ELA	Annually
June 2021	3-4	Hispanic or Latino	Increase ELA Achievement	Baseline	80%	DRA 2	3 times per year
June 2021	3-4	Students with Disabilities	Increase ELA Achievement	Baseline	60%	DRA 2	3 times per year
June 2021	3-4	English Learner	Increase ELA Achievement	Baseline	75%	DRA 2	3 times per year
June 2021	3-4	Black or African American	Increase the percentage of students meeting or exceeding grade level standards	Baseline	75%	CAASPP ELA	Annually
June 2021	3-4	Black or African American	Increase ELA Achievement	Baseline	75%	DRA 2	Annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All TK-4 students will be served by this strategy with additional attention and support for Hispanic Students, Socioeconomically Disadvantaged Students, Students with Disabilities, English Learners, and Black or African American students. Note: because of the small number of English Learners and Black or African American students the scores will be manually calculated and reported.

*Strategy/Activity - Description

Classroom teachers and the principal will collaborate in support of continuous improvement in instructional practice. The PLCs will include action on monitoring SPSA goals through data analysis, revising instruction, planning, implementation, and monitoring of student growth. The planning will include targeted students and subgroups of students who are not meeting standards. Targeted students, students not meeting standards, and specific subgroups of students will also receive additional support through before school tutoring.

*Proposed Expenditures for this Strategy/Activity

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ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02692S	Classroom Teacher Hrly		\$4,380.00	\$5,356.30	0269-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Before school tutoring in math and ELA
N02695Q	Prof&Curriclm Dev Vist Tchr		\$1,636.00	\$2,000.66	0269-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Visiting teachers provide release time for professional development
N02697J	Supplies		\$2,044.00	\$2,044.00	0269-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Curricular supports for students not meeting standards

***Additional Supports for this Strategy/Activity**

Targeted students, students not meeting standards and specific subgroups of students will receive additional instruction/reteaching within the classroom instructional program.

Goal 3 - Mathematics						
Call to Action Belief Statement						
All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.						
District LCAP Goals						
<ol style="list-style-type: none"> 1. Closing the Achievement Gap with High Expectations for All 2. Access to Broad and Challenging Curriculum 3. Quality Leadership, Teaching and Learning 						
Annual Review of This Goal: SPSA Reviewed 2019-20						
*Analysis						
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.						
Sunset View's Math instruction is implemented by credentialed teachers who participate in weekly PLC collaboration and planning meetings where they discuss best practices, monitor student data, and adjust instructional goals. Envision/SAVVAS curriculum was used across all grade levels in 2019-2020. The effectiveness of the Math program at Sunset View was not determined due to the COVID closure and no CAASPP was administered.						
*Major Differences						
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.						
No major differences.						
*Changes						
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.						
PLCs will track student data and use that data to identify target students, determine areas of need, and develop a comprehensive plan to meet learning goals of identified students. Teachers, in grade level PLCs, need to ensure that the goals are reviewed at each PLC, assessments related to the goals are analyzed, subsequent instruction is planned, and actions are planned for students not meeting the goals.						
*Goal 3 - Mathematics						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

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June 2021	3	Increase the percentage of students meeting or exceeding grade level standards	81.3%	85%	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting or exceeding grade level standards	88.7%	90%	CAASPP Math	Annually
June 2021	3-4	Increase math achievement on end of unit assessments	Baseline	85%	End of Unit Assessments	Monthly

*Identified Need

The Smarter Balanced Summative Test Results revealed that 84.7% of Sunset View students in grades 3 and 4 met or exceeded standards in Mathematics in 2019. This represented a school wide growth (2.2%) from 2015 to 2019. However, there was a decline in growth (-4.1%) from the previous year (2018). Grade 4 saw 9.1% growth from 2015 to 2019. The biggest jump came from 2015 to 2016 (79.6% to 88.8%) with the remaining years 2017-2019 staying relatively flat. Grade 3 scores in Mathematics have shown a decline of 4.3% in students meeting or exceeding standards from 2015 to 2019 (85.6%, 81.0%, 77.4%, 89.1%, 81.3%).

Looking at students in cohorts, the 2015 Grade 3 student group met or exceeded grade level standards at 85.6% (Math). When this group of students moved to Grade 4 in 2016, they met or exceeded grade level standards at 88.8% (Math). This group of students saw a 3.2% increase in Math.

The 2016 Grade 3 student group met or exceeded grade level standards at 81.0% (Math). When this group of students moved to Grade 4 in 2017, they met or exceeded grade level standards at 86.8% in Math. This group of students saw a 5.8% increase in Math.

The 2017 Grade 3 student group met or exceeded grade level standards at 77.4% (Math). When this group of students moved to Grade 4 in 2018, they met or exceeded grade level standards at 88.6% (Math). This group of students saw an 11.2% increase in Math.

The 2018 Grade 3 student group met or exceeded grade level standards at 89.1% (Math). When this group of students moved to Grade 4 in 2019, they met or exceeded grade level standards at 88.7% (Math). This group of students saw a -0.4% decrease in Math.

Sunset View students are predominantly White (72.2% in Fall 2018). Their Math scores were slightly higher than the school wide average. Three subgroups of students - Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities— scored significantly below the school wide average in Math (70.0%, 65.2% and 41.7% respectively).

Based on the data, it is evident that the large majority of Sunset View students meet or exceed standards (84.7% in Math). It is essential for Sunset View not to become complacent with these strong results and instead see the urgency to increase support for our students who have not met the grade level standards in Math.

To support the learning needs of our students in ELA and Math, professional development will focus on gaining a deeper understanding of the ELA and Math standards. Classroom teachers will continue their 2-hour weekly Professional Learning Communities (PLCs) while students receive instruction in Science, Technology, Art and Spanish. During the PLCs, classroom teachers analyze student data and refine instruction to address areas of needed attention/re-teaching. Students identified as not meeting standards on classroom assessments will be targeted for additional instruction and support including before school tutoring.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Hispanic or Latino	Increase the percentage of students meeting or exceeding standards	70.0%	75.0%	CAASPP Math	Annually
June 2021	4	Hispanic or Latino	Increase the percentage of students meeting or exceeding standards	70.0%	75.0%	CAASPP Math	Annually
June 2021	3, 4	Students with Disabilities	Increase the percentage of students meeting or exceeding standards	41.7%	60.0%	CAASPP Math	Annually
June 2021	3, 4	English Learner	Increase the percentage of students meeting or exceeding standards	TBD	75.0%	CAASPP Math	Annually

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June 2021	3-4	Hispanic or Latino	Increase math achievement	Baseline	75.0%	End of Unit Assessments	Monthly
June 2021	3-4	Students with Disabilities	Increase math achievement	Baseline	60%	End of Unit Assessments	Monthly
June 2021	3-4	English Learner	Increase math achievement	Baseline	75%	End of Unit Assessments	Monthly
June 2021	3-4	Black or African American	Increase the percentage of students meeting or exceeding standards	Baseline	75%	CAASPP Math	Annually
June 2021	3-4	Black or African American	Increase math achievement	Baseline	75%	End of Unit Assessments	Monthly

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All TK-4 students will be served by this strategy with additional attention and support for Hispanic Students, Socioeconomically Disadvantaged Students, Students with Disabilities, and English Learners. Note: because of the small number of English Learners and Black or African American students the scores will be manually calculated and reported.

*Strategy/Activity - Description

Classroom teachers and the principal will collaborate in support of continuous improvement in instructional practice. The PLCs will include action on monitoring SPSA goals through data analysis, revising instruction, planning, implementation, and monitoring of student growth. The planning will include targeted students and subgroups of students who are not meeting standards. Targeted students, students not meeting standards and specific subgroups of students will also receive additional support through before school tutoring.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0269-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N02692S	Before school tutoring in math and ELA

*Additional Supports for this Strategy/Activity

Targeted students, students not meeting standards, and identified subgroups of students will receive additional instruction/reteaching within the classroom instructional program.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

ELs will receive daily Designated and Integrated English Language Development instruction, differentiation, scaffolding, and other strategies for academic success. Currently, ELs are grouped in specific classrooms to provide opportunities for the teacher to teach small groups of students with similar needs. This year, teachers are implementing the Benchmark ELA and designated ELD curriculum.

*Major Differences

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

No major differences.

*Changes

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.

This year teachers will implement the Benchmark ELA and designated ELD curriculum.

*Integrated English Language Development

To support the language development and literacy acquisition of English Learners, the following activities have been planned:

- Staff will implement the Benchmark Designated ELD curriculum.
- Principal will conduct monthly classroom walk-throughs focused on the integration of ELD into the curriculum
- PLCs will conduct regular growth review of English Learners on the DRA

***Designated English Language Development**

In order to provide designated ELD at Sunset View Elementary, the following activities and plans will be implemented:

- Teachers will implement the Benchmark curriculum
- Classroom walkthroughs to show evidence of designated ELD
- Designated ELD classroom schedules for elementary schools
- PLC monthly analysis of ELD instruction which informs subsequent instruction

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3,4	English Learner	Increase the percentage of students meeting or exceeding standards	56%	75%	CAASPP ELA	Annually
June 2021	3,4	English Learner	Increase the percentage of students meeting or exceeding standards	56%	75%	CAASPP Math	Annually
June 2021	3-4	English Learner	Increase ELA achievement on DRA	Baseline	75%	Other (Describe in Objective)	Three times per year
June 2021	3-4	English Learner	Increased Math achievement on end of unit tests	Baseline	75%	Other (Describe in Objective)	Monthly

***Identified Need**

Because the number of English Learners at Sunset View is small (11), and because the reclassification rate is high, some students who are not yet meeting standards may be overlooked. Additionally, the school needs to manually calculate the data for this subgroup of students to better determine trends and future needs.

***Online Learning Implications**

-District will provide students with targeted small group support through a push-in integrated model.

-The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.

-Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.

- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.

-Online professional development modules with iELD (integrated English Language)

-The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

- These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
 - Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Formative assessment data will be collected, analyzed and feedback given to students.

Professional development will also be offered to teachers across the district serving this English Learner group

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	English Learner	Eligible English Learners are reclassified	100%	100%	Other (Describe in Objective)	Annually

Strategy/Activity 1

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

The strategy targets English Learners at Sunset View Elementary

***Strategy/Activity - Description**

In order to support English Learners at Sunset View, classroom teachers meet in weekly Professional Learning Communities (PLCs) where they analyze student data (assessments, work samples, anecdotal notes, and observations). This data analysis results in responsive instruction which may include lesson studies, co-teaching, and re-teaching. The principal will monitor EL progress school wide through classroom observations and data analysis. The area English Language Instructional Resource Teacher (ELI-RT) will assist the site with appropriate professional learning opportunities in support of language acquisition. As site funds permit, Sunset View will purchase supplemental materials for ELs. The site also provides after school tutoring for struggling students (including English Learners).

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N026979	Short Term Leave Visiting Tchr		\$2,044.00	\$2,499.61	0269-09800-00-1162-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Visiting teachers provide release time for professional development and ELPAC testing
	Classroom Teacher Hrly				0269-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N02692S	Tutoring

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

The number of Students with Disabilities at Sunset View is too small to qualify for a performance band color on the California Dashboard. However, we did see an increase of 12.7 points in overall achievement in ELA and 27.4 points in Math on the CASSPP. Teachers meet in PLCs to analyze student data and plan for supports. The Special Education Team meets in a separate PLC as well to discuss student needs and plan for supports.

*Major Differences

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

No major differences. Online learning will present implementation challenges within a virtual learning environment.

*Changes

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.

Teachers are implementing the newly adopted Benchmark curriculum in ELA.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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Sunset View Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	TK-4	Increase ELA Achievement data	TBD	60%	DRA 2	Three times per year
June 2021	TK-4	Increase Math achievement data based on end of unit tests	TBD	60%	Other (Describe in Objective)	End of unit

*Identified Need

Not all students with Disabilities at Sunset View meet or exceed standards in English Language Arts and Math at an acceptable level. While the number of students with disabilities is small (40 identified in fall 2020) we will continue to push for improved achievement. IEP goals must be realistic and challenging. Classroom teachers need professional training and support to work with students with unique needs. As a collective team, teachers, education specialists, and support providers, and parents will work to ensure that students are making progress.

*Online Learning Implications

- Implementation of IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).
- All students with IEP's have access to assistive
- technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.
- All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3, 4	Students with Disabilities	Increase in percentage meeting or exceeding standards in ELA on the SBAC	50.0%	60%	Other (Describe in Objective)	Annually
June 2021	3, 4	Students with Disabilities	Increase in percentage meeting or exceeding standards in Math on the SBAC	50.0%	60%	Other (Describe in Objective)	Annually

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June 2021	3,4	Students with Disabilities	Increase reading level on the DRA	Baseline	60%	DRA 2	Three times per year
June 2021	3,4	Students with Disabilities	Increase math performance on end of unit assessments	Baseline	60%	Other (Describe in Objective)	Monthly

Strategy/Activity 1

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

All students will be served by this strategy including Students with Disabilities.

***Strategy/Activity - Description**

Sunset View Elementary provides opportunities for Students with Disabilities to access general education instruction and also provides access to accommodations and modifications through their IEPs. Special Education support staff and classroom teachers work collaboratively to ensure that students with disabilities are meeting their IEP goals. Classroom teachers meet weekly in Professional Learning Communities to discuss the progress of all students, including those with disabilities. These discussions include an analysis of student data that informs subsequent instruction. Special Education support staff will provide professional learning opportunities for classroom teachers in support of students with unique learning needs.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

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Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	Black/African American	Increase reading levels by 1 year	Baseline	80%	Grades	Annually

***Goal 6 Supporting Black Youth - Additional Goals**

1. Beginning in the Fall of 2020, Sunset View Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Sunset View Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Sunset View Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Sunset View Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Sunset View Elementary will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Sunset View Elementary is to maintain or increase the percentage of diverse educators from current year to the following year.

***Identified Need**

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

Currently we don't have students who identify as Black youth. No data available.

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
 -Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1

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

All African American students grades TK-4

***Strategy/Activity - Description**

All teachers are implementing the new Benchmark Literacy curriculum. Teachers meet in weekly grade level PLCs to monitor student data and adjust instruction based on student needs. Teachers will dedicate time to specifically analyze performance data and address the needs of African American students.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

The goals for Parent Involvement and community engagement for 2018-2019 were:

- By June 2019, 100% (approx. 300 families) will receive information regarding academic and citizenship progress of their children.
- By June 2019, at least 60 % (approx. 180 families) will attend at least one academic event to increase the milestones necessary for meaningful graduation.

The strategies to support these goals were:

- Our school will have multiple opportunities for parents to participate in principal meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the curriculum. Principal's Report is published monthly via Foundation meetings.

A review of the California School Parent Survey suggests that there are additional focus areas that the school may want to consider including:

- School actively seeks input of parents before making important decisions (40%)*
- School promotes respect of all cultural beliefs and practices (38%)*
- School clearly communicates consequences of breaking rules (45%)*
- School enforces school rules equally (41%)*

* *Percent responding "Strongly Agree"*

*Major Differences

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

There are no categorical funds allocated for parent involvement at Sunset View. KidsFirst Foundation sponsors several events during the year to promote and foster healthy parent engagement. The principal and two teachers collaborate with Kids First on a monthly basis to ensure all events and activities are

Sunset View Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

aligned with the school vision and/or linked to student achievement. As suggested in the analysis, Sunset View should also put strategies in place to address the concerns raised by parents in the California School Parent Survey.

*Changes

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.

Sunset View Elementary is very grateful to the KidsFirst Foundation for providing the resources to support teaching and learning. Without this partnership, students, staff, parents, and the community would not have the support and activities that make Sunset View a special place to teach and learn. It is important that the school continue to explore additional ways to support families and address issues of concern. A first step would be to reach out to the Family and Community Engagement Department for ideas.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	Increase in percentage of parents responding "strongly agree" on 'School actively seeks the input of parents before making important decisions	40%	60%	CAL - SCHLS (CSPS)
June 2020	Other (Describe in Objective)	Increase in percentage of parents responding "strongly agree" on 'School promotes respect of all cultural beliefs and practices'	38%	60%	CAL - SCHLS (CSPS)

*Identified Need

2019 California Schools Parent Survey

*Online Learning Implications

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
- District is also supplying families with training on SEL, Wellness, Health and Safety.
 - These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.

-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers

Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parents will attend at least one academic event at Sunset View	TBD	90%	Attendance

Strategy/Activity 1

*Families to be served by this Strategy/Activity

All Sunset View Families will be served by this strategy.

*Strategy/Activity - Description

Sunset View Elementary welcomes the involvement of parents and community in service and support of student learning. We recognize that it takes a village to raise a child and we are committed to providing meaningful opportunities for parents and community to participate in our school.

Communication

Sunset View reaches out to parents and community through:

- Sunset View Website with information and resources for parents
- Weekly newsletters to parents via Konstella (a parent website sponsored by the Kids First Foundation)
- School Messenger (voice or email messages sent from the school)
- Peach jar (electronic flyers sent via School Messenger)
- Open door policy of staff and principal

Participation

Sunset View offers a variety of activities throughout the year to engage parents and families (Back-to-School Night, Halloween Carnival, Family Bingo Night, Book Fair, Muffins with Mom, Donuts with Dad are a few examples). Additionally, parent volunteers are welcomed in the classroom as well as in before and after school activities.

Leadership

Parents have opportunities to become involved in decision-making bodies at Sunset View including:

- English Language Advisory Committee (ELAC)

- Kids First Foundation
- School Governance Team (SGT)
- School Site Council (SSC)

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

The 2018-2019 goal to support the graduation/promotion rate was:

- By June 2019, at least 85% of 3rd grade students will reach or exceed level 38 in DRA.

The most recent scores (March 2019) revealed that approximately 68% of the 3rd grade students were at level 38 or above on the DRA. 75% scored at level 34 or above. Although no end-of-year records were located, it is likely that the scores would continue to increase.

This year our goal focuses on 4th graders. In 2019 94% of 4th graders met or exceeded standards on the CAASPP. We do not have historical DRA data for those students.

*Major Differences

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

We do not have historical DRA data for the 4th grade cohort.

*Changes

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

The goal will be revised this year to utilize ELA scores on the CAASPP in addition to DRA scores. Additionally, grades K-2 will have DRA targets.

*Goal 8- Graduation/Promotion Rate

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By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-2	Percentage of students scoring at grade on the DRA	TBD	80%	Other (Describe in Objective)	Annually
June 2021	4	Increase the percentage of students reading at or above grade level as measured by the DRA	TBD	96%	Other (Describe in Objective)	Three times per year
June 2021	4	Increase the number of students meeting or exceeding standards	TBD	96%	CAASPP ELA	Annually

***Identified Need**

ELA performance on CAASPP
DRA

***Online Learning Implications**

-The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	4	Two or More Races	Increase the percentage of students reading at or above grade level as measured by the DRA	Baseline	80%	Other (Describe in Objective)	Three times per year
June 2021	4	Students with Disabilities	Increase the percentage of students reading at or above grade	Baseline	80%	Other (Describe in Objective)	Three times per year

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			level as measured by the DRA				
June 2021	4	Hispanic or Latino	Increase the percentage of students reading at or above grade level as measured by the DRA	Baseline	80%	Other (Describe in Objective)	Three times per year

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All Sunset View students will be served by strategies to improve in the area of ELA.

*Strategy/Activity - Description

Classroom teachers and the principal will collaborate in support of continuous improvement in instructional practice. The PLCs will include action on monitoring SPSA goals through data analysis, revising instruction, planning, implementation, and monitoring of student growth. The planning will include targeted students and subgroups of students who are not meeting standards. Targeted students, students not meeting standards, and specific subgroups of students will also receive additional support through before school tutoring.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Sunset View is committed to implementing STEAM for the next 4 years in line with the district's support. We started in the first pilot cohort in rolling out STEAM lessons an hour daily four days a week in Transitional Kindergarten and Kindergarten classrooms. The principal and all TK/K teachers attended a week of training in the summer of 2018. STEAM block was fully implemented in TK/K during the 2018-19 school year. All 1st grade teachers and the Principal attended a week long summer institute in the summer of 2019. All 1st grade classes fully implemented a STEAM block four days a week an hour a day. Second and third grade teachers attended STEAM training during the summer of 2020 and are implementing The Kindergarten and 1st grade classrooms have been painted and received new furniture. Second and third grade classrooms will receive new furniture this summer. The teachers and principal are being provided ongoing professional development by the district and will include STEAM on their agenda. The principal will monitor and provide feedback during STEAM block.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

A review of the current data and root cause analysis provides the rationale for the following strategies and leadership actions to be implemented at Sunset View Elementary to meet or exceed our SPSA goals.

Vision for Sunset View

The site administrator works with the school staff to ensure that the following are in place:

- A school culture where all students, staff, and families are valued
- A school culture focused on the success of every student
- A school culture of high expectations for all students, staff, and families
- A campus that is safe and clean
- A welcoming environment for all students, staff, and families
- A highly qualified teacher in every classroom
- A collaborative staff that is supported and motivated
- A rich curriculum that supports and extends the learning for every student
- Multiple points of entry, and multiple opportunities to learn so that every student is successful
- Continuous monitoring of student growth by all classroom teachers, support staff, and administration
- Daily observation of classroom instruction
- Timely and appropriate interventions based on analysis of student performance
- Weekly grade level time for all teachers to analyze student work, monitor progress, and plan appropriate instruction that leads to increased student learning
- Professional development that supports increased student learning by supporting every teacher in collaboration and risk-taking

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility for monitoring student learning and providing appropriate support by:

- Collaborating with staff to develop a comprehensive assessment system
- Implementing specific data collection cycles aligned with the standards being taught
- Administering common formative and summative assessment to measure student growth

- Analyzing the results of the assessments and using those results to revise instruction
- Providing revised instruction (reteaching, reassessing) opportunities for students

Professional Learning and Implementation

The site administrator and the Instructional Leadership Team will focus on:

- Creating professional cycles of learning for staff based on observed student outcomes
- Building a culture of risk-taking in support of improving instruction
- Developing a strategic and comprehensive assessment system
- Articulating new learning to all stakeholders

Professional Learning Structures

The Instructional Leadership Team (ILT) meets monthly to analyze student data (academic, attendance, behaviors) from all grade levels, including subgroups of students. The ILT determines an area of focus based upon the analysis and develops explicit professional development designed to improve teaching practice in the area of defined student need.

Following the professional development, teachers try on the new (or refined) learning in their classrooms. The principal visits classrooms to observe the implementation of the new learning. Grade level Professional Learning Communities (PLCs) meet weekly to analyze student data to assess the impact of new learning. Are the results promising? Does the new learning need to be refined? How are subgroups of students being served? Progress is checked weekly and is evaluated in terms of individual students, subgroups of students, and the grade level as a whole. These results are reported back to the Instructional Leadership Team for next steps as the cycle continues.

Leadership Skills

In order to lead effectively, the principal needs to model the skills and qualities that she or he expects in others. First and foremost a successful leader needs to build positive and productive relationships with students, staff, parents, and community. The principal also needs to build a collaborative environment for adult learning that supports risk-taking and to demonstrate appreciation for alternate solutions to problems. By building a culture of inclusivity, the principal signals that he or she is part of a team committed to the success of every student.

Support for Parents and Community

A key to student success is found in the support of parents and communities. When parents work together with the school in support of their child's learning, everyone succeeds. To make this work, Sunset View will continue to:

- Initiate structures that support and engage parents and community
- Provide more opportunities/avenues for two-way communication
- Increase opportunities for parent learning (with specific academic focus)
- Increase opportunities for parent leadership

Online Learning School Leadership Actions:

Teachers accessed a wide variety of training opportunities provided by the district in order to support online learning. Teachers were encouraged to participate in a minimum of 10 training sessions that aligned with their individual job assignments/responsibilities.

Teachers attended professional development presented by Doug Fisher in order to support the continuation of online learning.

Teachers were also provided with a copy of Dr. Fisher's ebook to facilitate ongoing study and professional development opportunities within their specific grade levels.

Teachers are supporting each other by meeting regularly to share curriculum, instructional strategies, and digital resources with their colleagues. Meetings to facilitate ILT, RTI, and IEP meetings are being conducted online in order to include all participants and ensure continuing support for teachers and students.

ACHIEVEMENT**APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

ACHIEVEMENT

APPENDIX A

BUDGET SUMMARY

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Sunset View Elementary	09800 LCFF Intervention Support		1157	Classroom Teacher Hrly		\$ 4,380.00
			1162	Short Term Leave Visiting Tchr		\$ 2,044.00
			1192	Prof&Curriclm Dev Vist Tchr		\$ 1,636.00
			3000			\$ 1,796.57
			4301	Supplies		\$ 2,044.00
	09800 LCFF Intervention Support Total					\$ 11,900.57
Grand Total						\$ 11,900.57

Sunset View Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 11,901

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$0

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$11,901
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 11,901

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$11,901

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**

San Diego Unified School District

SUNSET VIEW ELEMENTARY SCHOOL
4365 Hill Street, San Diego, CA 92107

(619) 223-7156
Fax: (619) 224-6920

www.sunsetviewelementary.com

Jennifer O'Connor
Principal

Sunset View Elementary School NON-TITLE I PARENT INVOLVEMENT POLICY

Sunset View Elementary has developed a written Non-Title I parental involvement policy with input from Non-Title I parents at the monthly School Site Council (SSC) meetings. Parents are notified about the policy via the school eblast. The policy is located on the school's web page. A hard copy is sent home with all students.

The policy describes the means for carrying out the following Non-Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Non-Title I Program

To involve parents in the Non-Title I program at Sunset View Elementary the following practices have been established:

- The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program. Parents are informed at our monthly SSC and Site Governance Team (SGT) meetings which are open to the public and advertised in our school master calendar which is sent home to all parents and is available on our school website.
- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. Most meetings at our school are scheduled in the morning since we are a late start school but if it becomes necessary to accommodate parents' needs by scheduling a meeting at a different time/date, then we are more than willing to make this accommodation.
- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy. The SSC develops and reviews Non-Title I programs at its monthly meetings.
- The school provides parents of Non-Title I students with timely information about Non-Title I Programs via SSC, SGT, the school website, eblasts, and fliers and letters sent home.
- The school provides parents of Non-Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at monthly SSC and SGT meetings, Back-to-School Night and at Parent/Teacher conferences.
- If requested by parents of Non-Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. At the beginning of the school year, all parents are informed that they may contact their child's teacher to schedule an appointment to discuss their child's progress at school.

School-Parent Compact

Sunset View Elementary School distributes to parents of Non-Title I students a school-parent compact. The

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Jennifer O'Connor
Principal

compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Non-Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.
- The SSC revises the Home-School compact on a yearly basis. The compact is located on the school website and is sent home with the students.

Building Capacity for Involvement

Sunset View Elementary School engages Non-Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school provides parents of Non-Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at monthly SSC and SGT meetings, Back-to-School Night and at Parent/Teacher conferences.
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement at Back-to-School Night, Parent/Teacher conferences and through parent trainings offered at the school and by the Pt. Loma cluster schools .
- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners at staff meetings at the beginning of the school year.
- The school coordinates and integrates the Non-Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parents are invited to take an active part in their child's education at our school and are invited to participate in the daily classroom routines along with special events in the classrooms and at the school.
- The school distributes information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that the parents understand. We utilize a variety of ways to distribute information (i.e. eblast, website, School Messenger, fliers and letters, etc.) and translate information as needed.

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- The school provides support for parental involvement activities requested by Non-Title I parents. Parental involvement activities that are requested by the parents are handled through our SGT. The activities are discussed at SGT, then taken back to the staff for discussion and then brought back to SGT for resolution.

Accessibility

Sunset View Elementary School provides opportunities for the participation of all Non-Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. We utilize a variety of ways to distribute information (i.e. eblast, website, School Messenger, fliers and letters, etc.) and translate information as needed.

ACHIEVEMENT

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

Sunset View Elementary School
School Parent Compact

This School Parent Compact is in effect year 2020-2021.

Sunset View Elementary distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities. The compact, jointly developed with parents, school staff and students, described how responsibility is shared for student achievement. This is accomplished through:

- Kindergarten Orientation
- Back to School Nights
- Report cards sent November, February and June
- Parent Conferences
- Student Conferences
- Volunteering in classrooms
- Individual meetings with classroom teacher

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in the following ways:

- Principal/Teacher Open Door Policy
- Parent/Teacher Conferences
- Principal's Weekly Message
- Konstella Parent Website

The school provides parents and family members with materials and training to help them improve the achievement of their children in the following ways:

- Konstella Parent Website
- Sunset View Website
- Student Study Teams
- Professional Learning Communities
- Enrichment Teachers
- California Healthy Kids Survey supports

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

- Sunset View Cares (grade level sponsored philanthropic projects)
- Kids First Foundation Activities/Events
- School Site Council
- Site Governance Team

The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

- School Site Council
- Site Governance Team
- Kids First Foundation
- Volunteer Opportunities
- Running Club
- Parent Coffees

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in the following ways:

- Principal's Weekly Message via Konstella
- Konstella Parent Website
- Sunset View Website
- Monthly Flag Ceremonies
- Principal/Teacher Open Door Policy

- Emails, texts, phone calls

The school provides support for parent and family member involvement activities requested by parents and family members in the following ways:

- Principal/Teacher Open Door Policy
- School Site Council/Site Governance Team decision-making bodies
- Kids First Foundation
- District Trainings
- Konstella Parent Website Resources
- Sunset View Website Resources

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in the following ways:

- Principal's Weekly Message via Konstella
- Sunset View Website
- Translation services based upon need (orally and digitally)
- Principal Open-Door Policy
- Monthly Flag Ceremonies
- Emails, texts, phone calls, flyers

This Compact was adopted by the Sunset View Elementary SSC on October 9th and will be in effect for the period of October 9, 2020-June 15, 2021.

The school will distribute the Compact to all parents and family members of students participating on, or before October 15, 2020.

Jennifer O'Connor, Principal

X _____

Approved October 9, 2020

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

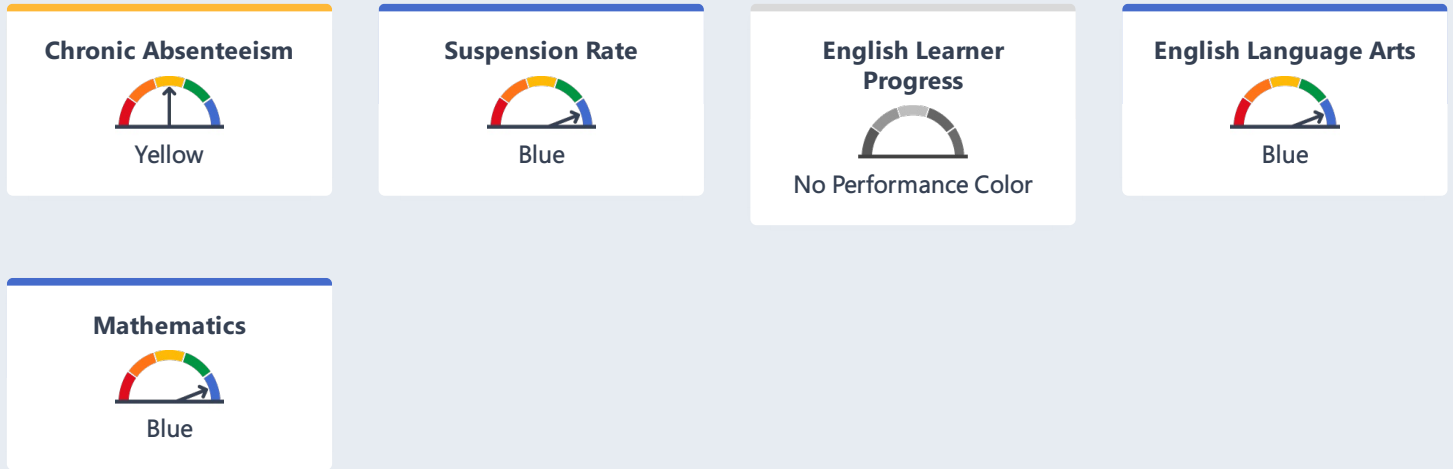
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above

Sunset View Elementary

Explore the performance of Sunset View Elementary under California's Accountability System.

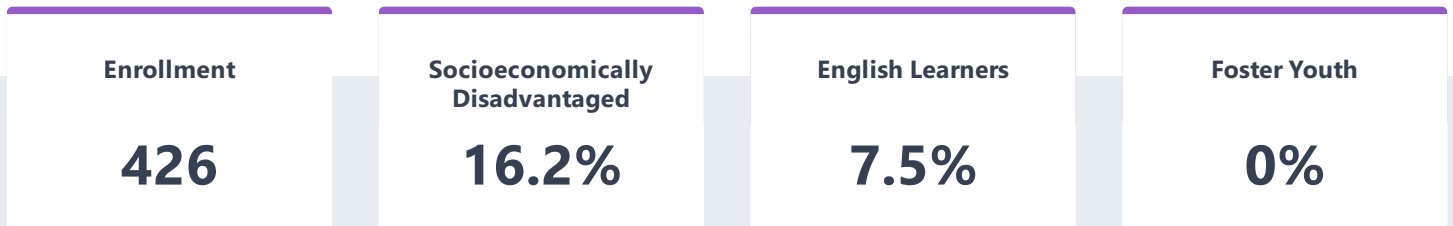


School Details

NAME Sunset View Elementary	ADDRESS 4365 Hill Street San Diego, CA 92107-4199	WEBSITE http://www.sunsetview...	GRADES SERVED K-4
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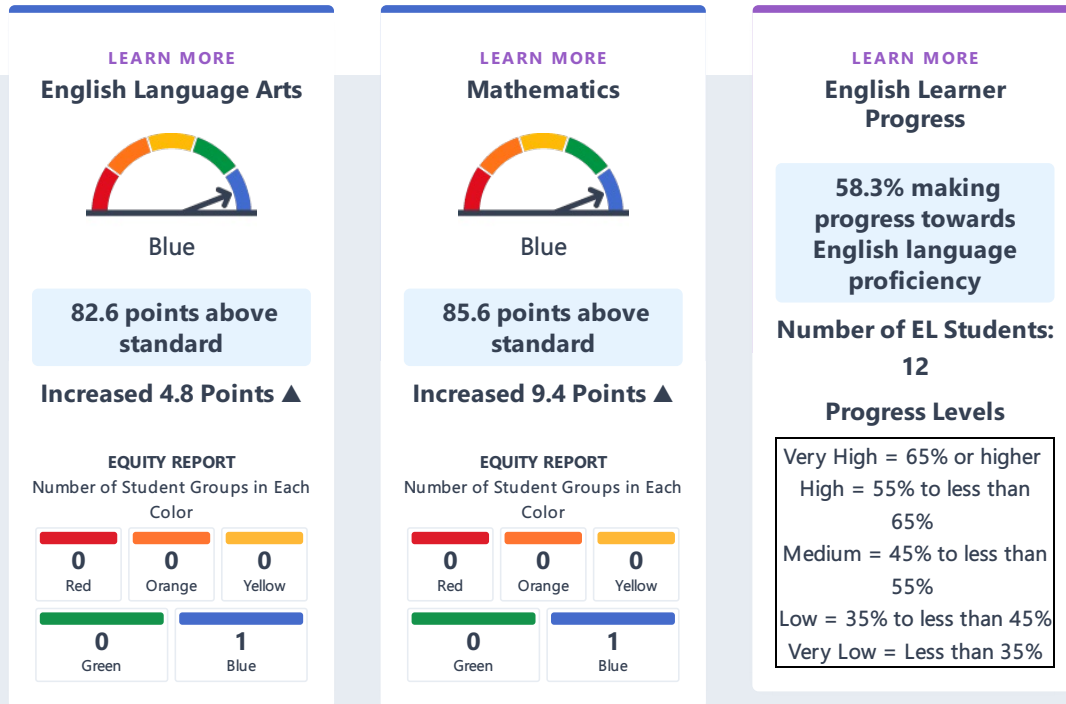
Student Population

Explore information about this school's student population.



Academic Performance

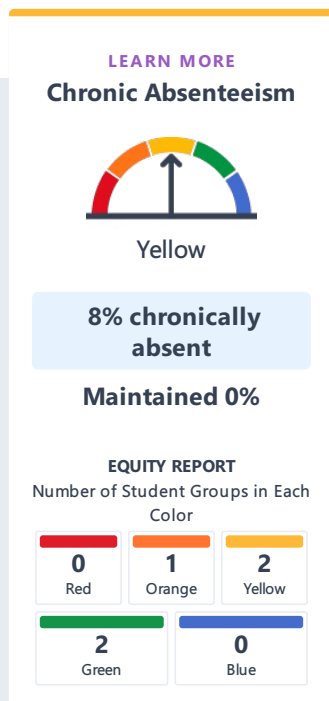
View Student Assessment Results and other aspects of school performance.



SUNSET VIEW ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Blue

0.2% suspended at least once

Maintained -0.2%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
0 Green	2 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students



Blue

82.6 points above standard

Increased 4.8 Points ▲

Number of Students: 136

Student Group Details

All Student Groups by Performance Level

1 Total Student Group



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

White



No Performance Color

African American

Asian

English Learners

Filipino

Hispanic

Homeless

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners



No Performance Color

22.7 points above standard

Declined 8.7 Points ▼

Number of Students: 11

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic



No Performance Color

53.4 points above standard

Increased 9 Points ▲

Number of Students: 19

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

124.1 points above standard

Increased 28.5 Points ▲

Number of Students: 16

Socioeconomically Disadvantaged



No Performance Color

35.7 points above standard

Increased 9.4 Points ▲

Number of Students: 23

Students with Disabilities



No Performance Color

28.8 points below standard

Increased 12.7 Points ▲

Number of Students: 12

White



Blue

80.6 points above standard

Maintained 0.7 Points

Number of Students: 98

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 54.1 points above standard

77.8 points above standard

82.6 points above standard

English Language Arts Data Comparisons: English Learners

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


Current English Learners	Reclassified English Learners	English Only
No Data	No Data	87.4 points above standard
No Data	No Data	Increased 5.7 Points ▲
Number of Students: 8	Number of Students: 3	Number of Students: 116

Mathematics

All Students

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

All Students



Blue

85.6 points above standard







Increased 9.4 Points ▲

Number of Students: 136

Student Group Details

All Student Groups by Performance Level

1 Total Student Group

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>No Students</p>	 <p>Yellow</p> <p>No Students</p>
 <p>Green</p> <p>No Students</p>	 <p>Blue</p> <p>White</p>	 <p>No Performance Color</p> <p>African American</p> <p>Asian</p> <p>English Learners</p> <p>Filipino</p> <p>Hispanic</p>

**African American**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners

No Performance Color

24 points above standard

Maintained -0.5 Points

Number of Students: 11

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic

No Performance Color

54.8 points above standard

Increased 10.8 Points ▲

Number of Students: 19

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

135 points above standard

Increased 42.6 Points ▲

Number of Students: 16

Socioeconomically Disadvantaged

No Performance Color

28.6 points above standard

Increased 8 Points ▲

Number of Students: 23

Students with Disabilities

No Performance Color

2.5 points below standard

Increased 27.4 Points ▲

Number of Students: 12

White

Blue

83.2 points above standard

Increased 4.3 Points ▲

Number of Students: 98

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	52.1 points above standard	76.2 points above standard	85.6 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	90.4 points above standard
No Data	No Data	Increased 7.7 Points ▲
Number of Students: 8	Number of Students: 3	Number of Students: 116

English Learner Progress Indicator

All English Learner Students

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

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

58.3% making progress towards English language proficiency

Number of EL Students: 12

Performance Level High

Student English Language Acquisition Results

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.

ELs Who Decreased at Least One ELPI Level	16.6%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	25%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	58.3%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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.

All Students



Yellow

8% chronically absent

Maintained 0%

Number of Students: 438

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

Socioeconomically Disadvantaged



Yellow

Hispanic

White



Green

Students with Disabilities

Two or More Races



Blue

No Students



No Performance Color

American Indian

Asian

African American

English Learners

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners



No Performance Color

15.6% chronically absent

Declined 6.6% ▼

Number of Students: 32

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged



Orange

17.1% chronically absent

Increased 4.2% ▲

Number of Students: 76

Hispanic



Yellow

8.8% chronically absent

Maintained 0.1%

Number of Students: 68

White



Yellow

7.9% chronically absent

Maintained 0.3%

Number of Students: 316

Students with Disabilities



Green

9.1% chronically absent

Declined 5.5% ▼

Number of Students: 44

Two or More Races



Green

7.3% chronically absent

Declined 2.2% ▼

Number of Students: 41

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore 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.

All Students



Blue

0.2% suspended at least once

Maintained -0.2%

Number of Students: 439

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities



Yellow

No Students



Green

No Students



Blue

Hispanic

White



No Performance Color

African American

Asian

English Learners

Filipino

Homeless

Pacific Islander

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

English Learners



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 32

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



Orange

2.4% suspended at least once

Increased 2.4% ▲

Number of Students: 41

Socioeconomically Disadvantaged



Orange

1.3% suspended at least once

Increased 1.3% ▲

Number of Students: 76

Students with Disabilities



Orange

2.2% suspended at least once

Increased 2.2% ▲

Number of Students: 45

Hispanic



Blue

0% suspended at least once

Maintained 0%

Number of Students: 68

White



Blue

0% suspended at least once

Declined 0.6% ▼

Number of Students: 317



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Sunset View
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	154	75.3	168	85.7	169	79.3	152	85.5	137	83.9	8.6	-1.6	183	82.5	168	85.1	169	81.7	152	88.8	137	84.7	2.2	-4.1
Female	68	75.0	77	88.3	81	82.7	73	93.2	69	84.1	9.1	-9.1	82	73.2	77	81.8	81	80.2	73	84.9	69	82.6	9.4	-2.3
Male	86	75.6	91	83.5	88	76.1	79	78.5	68	83.8	8.2	5.3	101	90.1	91	87.9	88	83.0	79	92.4	68	86.8	-3.3	-5.6
African American	0	-	0	58.3	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Asian**	2	-	2	100.0	4	-	4	-	1	-	-	-	3	-	2	-	4	-	4	-	1	-	-	-
Filipino	0	-	0	83.3	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	19	52.6	24	58.3	31	58.1	24	70.8	20	70.0	17.4	-0.8	26	76.9	24	50.0	31	67.7	24	79.2	20	70.0	-6.9	-9.2
Indochinese**	0	-	0	45.0	1	-	1	-	-	-	-	-	0	-	0	-	1	-	1	-	-	-	-	-
Native American	0	-	0	64.7	2	-	1	-	0	-	-	-	0	-	0	-	2	-	1	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	119	79.0	128	89.8	113	85.0	102	87.3	98	86.7	7.7	-0.6	139	83.5	128	91.4	113	83.2	102	89.2	98	85.7	2.2	-3.5
Multiracial	14	71.4	14	92.9	18	77.8	20	95.0	16	87.5	16.1	-7.5	15	80.0	14	85.7	18	88.9	20	95.0	16	100.0	20.0	5.0
English Learner	9	-	7	17.4	12	33.3	8	-	8	-	-	-	11	63.6	7	-	12	41.7	8	-	8	-	-	-
English-Speaking	145	77.9	161	89.4	157	82.8	144	88.2	129	86.0	8.1	-2.2	172	83.7	161	88.2	157	84.7	144	90.3	129	86.8	3.1	-3.5
Reclassified†	6	-	4	81.8	5	-	7	-	3	-	-	-	7	-	4	-	5	-	7	-	3	-	-	-
Initially Eng. Speaking	139	77.7	157	89.2	152	82.2	137	88.3	126	85.7	8.0	-2.6	165	83.0	157	88.5	152	84.2	137	89.8	126	86.5	3.5	-3.3
Econ. Disadv.*	21	57.1	27	63.0	36	52.8	22	63.6	23	65.2	8.1	1.6	28	57.1	27	59.3	36	63.9	22	81.8	23	65.2	8.1	-16.6
Non-Econ. Disadv.	133	78.2	141	90.1	133	86.5	130	89.2	114	87.7	9.5	-1.5	155	87.1	141	90.1	133	86.5	130	90.0	114	88.6	1.5	-1.4
Gifted	85	85.9	94	86.2	70	85.7	45	93.3	42	100.0	14.1	6.7	95	92.6	94	91.5	70	92.9	45	100.0	42	97.6	5.0	-2.4
Not Gifted	69	62.3	74	85.1	99	74.7	107	82.2	95	76.8	14.5	-5.4	88	71.6	74	77.0	99	73.7	107	84.1	95	78.9	7.3	-5.2
With Disabilities	9	-	11	63.6	16	50.0	12	50.0	12	50.0	-	0.0	14	64.3	11	72.7	16	56.3	12	41.7	12	41.7	-22.6	0.0
WO Disabilities	145	78.6	157	87.3	153	82.4	140	88.6	125	87.2	8.6	-1.4	169	84.0	157	86.0	153	84.3	140	92.9	125	88.8	4.8	-4.1
Homeless	0	-	0	57.1	2	-	2	-	1	-	-	-	0	-	0	-	2	-	2	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	12	83.3	11	81.8	9	-	10	90.0	8	-	-	-	13	92.3	11	63.6	9	-	10	80.0	8	-	-	-

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** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Sunset View
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	90	76.7	79	83.5	93	75.3	64	84.4	75	76.0	-0.7	-8.4	90	85.6	79	81.0	93	77.4	64	89.1	75	81.3	-4.3	-7.8
Female	37	78.4	41	90.2	44	79.5	33	90.9	37	73.0	-5.4	-17.9	37	78.4	41	82.9	44	75.0	33	84.8	37	78.4	0.0	-6.4
Male	53	75.5	38	76.3	49	71.4	31	77.4	38	78.9	3.4	1.5	53	90.6	38	78.9	49	79.6	31	93.5	38	84.2	-6.4	-9.3
African American	0	-	0	58.3	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Asian**	1	-	1	100.0	3	-	1	-	0	-	-	-	1	-	1	-	3	-	1	-	0	-	-	-
Filipino	0	-	0	83.3	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	9	-	14	50.0	17	64.7	10	70.0	10	60.0	-	-10.0	9	-	14	28.6	17	70.6	10	70.0	10	70.0	-	0.0
Indochinese**	0	-	0	45.0	1	-	0	-	-	-	-	-	0	-	0	-	1	-	0	-	-	-	-	-
Native American	0	-	0	64.7	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	73	80.8	56	89.3	60	78.3	44	84.1	56	80.4	-0.4	-3.7	73	87.7	56	91.1	60	76.7	44	90.9	56	82.1	-5.6	-8.8
Multiracial	7	-	8	92.9	11	72.7	9	-	8	-	-	-	7	-	8	-	11	81.8	9	-	8	-	-	-
English Learner	7	-	4	17.4	8	-	5	-	3	-	-	-	7	-	4	-	8	-	5	-	3	-	-	-
English-Speaking	83	81.9	75	88.0	85	77.6	59	86.4	72	79.2	-2.7	-7.2	83	88.0	75	85.3	85	80.0	59	91.5	72	84.7	-3.3	-6.8
Reclassified†	2	-	2	81.8	2	-	1	-	2	-	-	-	2	-	2	-	2	-	1	-	2	-	-	-
Initially Eng. Speaking	81	81.5	73	87.7	83	77.1	58	86.2	70	78.6	-2.9	-7.6	81	87.7	73	86.3	83	79.5	58	91.4	70	84.3	-3.4	-7.1
Econ. Disadv.*	9	-	14	57.1	18	38.9	8	-	15	53.3	-	-	9	-	14	57.1	18	50.0	8	-	15	53.3	-	-
Non-Econ. Disadv.	81	79.0	65	89.2	75	84.0	56	83.9	60	81.7	2.7	-2.2	81	86.4	65	86.2	75	84.0	56	91.1	60	88.3	1.9	-2.8
Gifted	49	85.7	46	87.0	27	85.2	21	100.0	22	100.0	14.3	0.0	49	91.8	46	87.0	27	88.9	21	100.0	22	95.5	3.7	-4.5
Not Gifted	41	65.9	33	78.8	66	71.2	43	76.7	53	66.0	0.1	-10.7	41	78.0	33	72.7	66	72.7	43	83.7	53	75.5	-2.5	-8.2
With Disabilities	2	-	7	63.6	8	-	4	-	8	-	-	-	2	-	7	-	8	-	4	-	8	-	-	-
WO Disabilities	88	76.1	72	86.1	85	78.8	60	86.7	67	79.1	3.0	-7.6	88	85.2	72	83.3	85	81.2	60	91.7	67	83.6	-1.6	-8.1
Homeless	0	-	0	57.1	2	-	2	-	1	-	-	-	0	-	0	-	2	-	2	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	9	-	6	81.8	6	-	5	-	4	-	-	-	9	-	6	-	6	-	5	-	4	-	-	-

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† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Sunset View
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	64	73.4	89	87.6	76	84.2	88	86.4	62	93.5	20.1	7.1	93	79.6	89	88.8	76	86.8	88	88.6	62	88.7	9.1	0.1
Female	31	71.0	36	86.1	37	86.5	40	95.0	32	96.9	25.9	1.9	45	68.9	36	80.6	37	86.5	40	85.0	32	87.5	18.6	2.5
Male	33	75.8	53	88.7	39	82.1	48	79.2	30	90.0	14.2	10.8	48	89.6	53	94.3	39	87.2	48	91.7	30	90.0	0.4	-1.7
African American	0	-	0	58.3	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Asian**	1	-	1	100.0	1	-	3	-	1	-	-	-	2	-	1	-	1	-	3	-	1	-	-	-
Filipino	0	-	0	83.3	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	10	70.0	10	70.0	14	50.0	14	71.4	10	80.0	10.0	8.6	17	76.5	10	80.0	14	64.3	14	85.7	10	70.0	-6.5	-15.7
Indochinese**	0	-	0	45.0	0	-	1	-	-	-	-	-	0	-	0	-	0	-	1	-	-	-	-	-
Native American	0	-	0	64.7	1	-	1	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	46	76.1	72	90.3	53	92.5	58	89.7	42	95.2	19.1	5.5	66	78.8	72	91.7	53	90.6	58	87.9	42	90.5	11.7	2.6
Multiracial	7	-	6	92.9	7	-	11	90.9	8	-	-	-	8	-	6	-	7	-	11	90.9	8	-	-	-
English Learner	2	-	3	17.4	4	-	3	-	5	-	-	-	4	-	3	-	4	-	3	-	5	-	-	-
English-Speaking	62	72.6	86	90.7	72	88.9	85	89.4	57	94.7	22.1	5.3	89	79.8	86	90.7	72	90.3	85	89.4	57	89.5	9.7	0.1
Reclassified†	4	-	2	81.8	3	-	6	-	1	-	-	-	5	-	2	-	3	-	6	-	1	-	-	-
Initially Eng. Speaking	58	72.4	84	90.5	69	88.4	79	89.9	56	94.6	22.2	4.7	84	78.6	84	90.5	69	89.9	79	88.6	56	89.3	10.7	0.7
Econ. Disadv.*	12	58.3	13	69.2	18	66.7	14	50.0	8	-	-	-	19	47.4	13	61.5	18	77.8	14	85.7	8	-	-	-
Non-Econ. Disadv.	52	76.9	76	90.8	58	89.7	74	93.2	54	94.4	17.5	1.2	74	87.8	76	93.4	58	89.7	74	89.2	54	88.9	1.1	-0.3
Gifted	36	86.1	48	85.4	43	86.0	24	87.5	20	100.0	13.9	12.5	46	93.5	48	95.8	43	95.3	24	100.0	20	100.0	6.5	0.0
Not Gifted	28	57.1	41	90.2	33	81.8	64	85.9	42	90.5	33.4	4.6	47	66.0	41	80.5	33	75.8	64	84.4	42	83.3	17.3	-1.1
With Disabilities	7	-	4	63.6	8	-	8	-	4	-	-	-	12	58.3	4	-	8	-	8	-	12	41.7	-16.6	-
WO Disabilities	57	82.5	85	88.2	68	86.8	80	90.0	58	96.6	14.1	6.6	81	82.7	85	88.2	68	88.2	80	93.8	58	94.8	12.1	1.0
Homeless	0	-	0	57.1	2	-	2	-	1	-	-	-	0	-	0	-	2	-	2	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	5	81.8	3	-	5	-	4	-	-	-	4	-	5	-	3	-	5	-	4	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

ACHIEVEMENT

APPENDIX E

**2019-20 SPSA EVALUATION OF LCFF FUNDED ACTIONS AND
ACTIVITIES**

SCHOOL NAME: SUNSET VIEW ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Classroom teachers and the principal will collaborate in support of continuous improvement in instructional practice. The PLCs will include action on monitoring SPSA goals through data analysis, revising instruction, planning, implementation, and monitoring of student growth. The planning will include targeted students and subgroups of students who are not meeting standards. Targeted students, students not meeting standards and specific subgroups of students will also receive additional support through before school tutoring.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$6,766.01	09800-1157	Before school tutoring in math and ELA.	Based on the work in PLCs students continue to make growth towards standards in ELA	N/A	N/A
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting teachers provide release time for professional development.	Based on the work in PLCs students continue to make growth towards standards in ELA	N/A	N/A

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Classroom teachers and the principal will collaborate in support of continuous improvement in instructional practice. The PLCs will include action on monitoring SPSA goals through data analysis, revising instruction, planning, implementation, and monitoring of student growth. The planning will include targeted students and subgroups of students who are not meeting standards. Targeted students, students not meeting standards and specific subgroups of students will also receive additional support through before school tutoring.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	09800-1157	Before school tutoring in ELA and math.	Based on interventions and PLC work students continue to make growth toward grade-level standards	N/A	N/A

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

In order to support English Learners at Sunset View, classroom teachers meet in weekly Professional Learning Communities (PLCs) where they analyze student data (assessments, work samples, anecdotal notes and observations). This data analysis results in responsive instruction which may include lesson studies, co-teaching and re-teaching. The principal will monitor EL progress school wide through classroom observations and data analysis. The area English Language Instructional Resource Teacher (ELI-RT) will assist the site with appropriate professional learning opportunities in support of language acquisition. As site funds permit, Sunset View will purchase supplemental materials for ELs. The site also provides after school tutoring for struggling students (including English Learners).

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$976.16	09800-1192	Visiting teachers provide release time for professional development.	Based on interventions and PLC work students continue to make growth toward grade-level standards	N/A	N/A
Non Clsrm Tchr Hrly		\$4,514.74	09800-1957	ELPAC testing.	Based on interventions and PLC work students continue to make growth toward grade-level standards	N/A	N/A

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

The principal, school counselor, school nurse, classroom teachers and attendance clerk will work collaboratively to monitor monthly student attendance and develop strategies that will promote on-time, daily attendance and decrease absenteeism. Professional Learning Communities will conduct trimester DRA assessments in grades K-2 and provide additional support/re-teaching for those students not meeting grade level standards.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	09800-1157	Before school tutoring in ELA and math.	Based on interventions and PLC work students continue to make growth toward grade-level standards	N/A	N/A
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting teachers provide release time for professional development.	Based on interventions and PLC work students continue to make growth toward grade-level standards	N/A	N/A

Note/Reminders (optional):

What are my leadership strategies in service of the goals?