

The School Plan for Student Achievement

School: Sunset Lane Elementary School
CDS Code: 30-66506-6028161
District: Fullerton School District
Principal: Tracy Gyurina
Revision Date: November 7, 2023

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Tracy Gyurina
Position: Principal
Phone Number: (714) 447-7750
Address: 2030 Sunset Lane
Fullerton, CA 92833
E-mail Address: tracy_gyurina@myfsd.org

The District Governing Board approved this revision of the SPSA on January 16, 2024.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Description of Barriers and Related School Goals	5
School and Student Performance Data	6
CAASPP Results (All Students)	6
ELPAC Results	10
Planned Improvements in Student Performance	34
School Goal #1.....	34
School Goal #2.....	44
School Goal #3.....	49
School Goal #4.....	54
Fullerton School Site Budgets and Programs Included in this Plan	61
Centralized Support for Planned Improvements in Student Performance.....	62
Summary of Expenditures in this Plan.....	63
Total Expenditures by Object Type and Funding Source.....	63
Total Expenditures by Funding Source	64
Total Expenditures by Object Type.....	65
Total Expenditures by Goal	66
School Site Council Membership	67
Recommendations and Assurances.....	68

School Vision and Mission

Sunset Lane Elementary School's Vision and Mission Statements

MISSION: At Sunset Lane we pledge to be a community of learners who demonstrate our academic and personal best by collaborating, showing kindness, and working with integrity

Sunset Lane is committed to a rich tradition of excellence and student success, where every decision is made with the students' best interest in mind. We recognize the value of each student as an integral member of the school community. With a partnership of parents, staff, and students, we are dedicated to making a positive impact on our world while embracing our role as agents of change. The Sunset Lane community is guided by a shared vision and a common sense of purpose as we prepare our students for their future as learners, leaders, and citizens of the world. Opportunities for critical thinking, creativity, communication, and collaboration are embedded within relevant and engaging learning experiences for all students. At Sunset Lane we personalize student learning and offer diverse enrichment opportunities for our students. There is something for everyone at Sunset Lane, where today's learners are tomorrow's leaders!

School Profile

Sunset Lane Elementary School houses students in grades preschool through 6th grade, in the Fullerton School District. In 2016, it was named a California Gold Ribbon School based on its success in closing the achievement gap for its English language learner population. Most recently, Sunset Lane was named a California Distinguished School in 2023 for its overall student achievement. Additionally, the school received the prestigious Platinum PBIS Implementation Award from the California PBIS Coalition in 2023 for its progress in implementing and sustaining school-wide positive behavior interventions and supports. It was also announced as a Common Sense Media Digital Citizenship School for the 2023-2024 school year for its dedication to teaching students how to be responsible users and consumers of technology. Lastly, Sunset Lane has received Level 1, Level 2, and Level 3 High Reliability School (HRS) certification for creating and maintaining a safe and collaborative school culture, ensuring that effective teaching is occurring in all classrooms, and for creating a guaranteed and viable curriculum including a comprehensive vocabulary program.

Sunset Lane's 758 students represent a diverse population, with approximately 53.3% identifying as Asian, 24.5% Hispanic, 9.9% two or more races, 8% White, 2.6% Filipino, 1.2% Black/African American, 0.3% Native Hawaiian or other Pacific Islander, 0.1% American Indian/Alaska Native, and 0.1% unknown. Approximately 19.8% of students are English language learners, with the large majority speaking Korean as their first language. Sunset Lane houses 25 preschool through 6th-grade general education classes, as well as two Special Day Classes (SDC) for children with Autism. Certificated support personnel includes a full-time Assistant Principal, Education Specialist, Speech and Language Pathologist, and Response to Intervention and Instruction ELA (RtI) Coach, as well as a part-time physical education (PE) teacher, Response to Intervention and Instruction Math (RtI) Coach, Speech and Language Pathologist, Mental Health Associate, and school psychologist. Seventeen instructional aides are also on campus to support student learning in a variety of capacities, including support for students on Individualized Education Plans, students in our two SDC classrooms, students in our preschool program, students enrolled in full-day kindergarten as well as our full-day Transitional Kindergarten program, and as support for students during PE.

Sunset Lane's rich and vigorous curriculum ensures that students experience an exemplary classroom instructional program. Teachers at all grade levels have transformed instruction by embedding California's Common CORE Curriculum and 21st Century Learning into their repertoire. Teachers evaluate student progress through a multitude of assessment tools, including, but not limited to teacher-created common formative and summative assessments and iReady/FSD Benchmark assessments in the areas of English Language Arts, Writing, and Mathematics. The assessment information gleaned from these multiple measures is analyzed by grade levels during twice-weekly Professional Learning Communities, as well as by the entire staff during staff development days, and is used to modify and further develop the instructional program at Sunset Lane, thus ensuring high levels of learning and support for all students. Teachers have been trained in Wonders curriculum, GATE strategies, Response to Intervention, Marzano's reflective teaching practices, GLAD, Systematic English Language Development, visual and performing arts, Writers' Workshop, Thinking Maps, CGI, technology integration, and Second Step social-emotional learning curriculum. This year, we are continuing our partnership with the Cotsen Foundation for the Art of Teaching to move our work forward with Readers' Workshop and Cognitively Guided Instruction (CGI). We house a Cotsen mentor and five current teachers as Cotsen fellows. The collaboration with Cotsen and the increased knowledge in effective instructional strategies is enriching classroom instruction and student learning school-wide.

Sunset Lane's active Team Seahawk, a merger of PTA and the Sunset Lane Education Foundation, English Language Advisory

Committee (ELAC), and School Site Council (SSC) involve parents and community members in a variety of events. PTA supports student learning by funding field trips, classroom activities, and school-wide projects as well as sponsoring parent education. The School Site Council and English Language Advisory Committee discuss safety, attendance, budget, and student learning. The Sunset Lane Education Foundation coordinates fundraising activities and financially supports the programs of the school that enhance and enrich student learning.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

1. This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

All educational partners, including parents/guardians, students, and staff are surveyed throughout the year on Sunset Lane's school climate, customer service, and overall performance. Surveys are given to the staff and parent community on school needs, operations, culture, activities, and committees. Students, parents, and faculty also have ongoing access to a QR code survey where input and feedback can be given throughout the school year regarding school safety, overall school performance, general suggestions, and staff shout-outs. Additional surveys, such as a large-scale emergency drill debrief, are sent to staff throughout the year to identify areas of strength and best practice, as well as areas of targeted improvement. Our goal is for all educational partners to be involved in providing feedback and input that will guide our decision making at the school site.

Additionally, an ongoing analysis of Sunset Lane's Positive Behavioral Interventions and Supports (PBIS) program and Response to Intervention and Instruction (RtI) program is shared with staff to support a positive school environment for all. Our PBIS team and RtI team meet regularly to discuss data (SRSS-IE, iReady, and district benchmarks) and feedback while making adjustments in practices when needed to maximize academic achievement and to create a positive school culture while simultaneously meeting the individual behavioral, social-emotional, and academic needs of our students.

Needs assessments are also conducted annually with the parent community via our School Site Council and English Language Advisory Committee, which helps advise the development of our Single Plan for Student Achievement. This year parents are requesting that we consider the following school events: a school-wide campout fundraiser, continued school-wide days of play and lunch with a loved one events, a reading safari during Read Across America Week, a school choir, and more fine arts opportunities for students in the primary grades (e.g. band and orchestra). The parent community would like to continue their advisory and advocacy roles as members of the School Site Council and English Language Advisory Committee. They have also requested that the school site support learning at home with after school book clubs, homework help, and tutoring opportunities, as well as finding a way for the EPIC app to work at home. Additionally, they have requested that we consider a dual language program for Chinese and English and that we provide more parent training on iReady assessments so that parents can help support their children at home.

In creating, revising, and editing the Single Plan for Student Achievement each year, members of ELAC provide input for the School Site Council to consider. Additionally, educational partners are updated on the Single Plan for Student Achievement and school budget in the spring as part of our annual review. Each goal is analyzed to determine what is and is not working, in addition to discussing what, if any, modifications need to be made.

Classroom Observations

2. This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted frequently by both the school principal and assistant principal. Classroom observations range from informal walk-throughs and classroom visitations to formal lesson plan observations. Using greeting cards, post-it notes, and Google forms, teachers receive immediate feedback after each informal classroom observation. Teachers are then able to respond back to administrator feedback with comments, questions, and/or additional observations. Formal lesson plan observations are followed by a debrief meeting, where the teacher and administrator celebrate successes and acknowledge potential areas for improvement. Current observation data shows high levels of student engagement, clear learning goals/objectives, consistent integration of 21st Century learning skills and technology, established routines and procedures, ongoing checking for understanding,

value and respect towards students, and the utilization of a variety of effective instructional strategies and questioning strategies across classrooms and grade levels.

District Benchmark Testing (K-2)

3. Describe how your school site supports Kindergarten through Second grade teachers for District Benchmark Testing: Each trimester, all TK, kindergarten, first grade, and second grade teachers may request a substitute teacher to help support the administration of student assessments. Additionally, TK-2nd grade teachers have an instructional aide that can help supervise and support students while the teacher administers assessments.

Transition from Preschool to Kindergarten (Title I Schools K-6)

4. Current strategies for assisting preschool children in the transition from early childhood programs to Kindergarten:
N/A

Description of Barriers and Related School Goals

Description of Barriers:

Barrier 1: Site achievement data indicates the need to strengthen both tier I and tier II classroom instruction and interventions across all grade levels to ensure that effective teaching is occurring in every classroom. Embedding quality tier II intervention time into the school day is a challenge at times given the many programs at our school site and the limited time within the school day to accomplish everything. Our staff will work within grade level teams during Professional Learning Communities (PLCs), to develop and implement quality tier I and tier II instruction in the classroom setting.

Barrier 2: With losing our instructional assistant that was instrumental in supporting our English language learners, especially those considered newcomers, the school priority will be to focus on our English language learner population. Both ELA data and Math iReady data indicate that this subgroup is scoring lower than other significant subgroups. Additionally, our English language learners are scoring lower in comparison to student scores from last year.

School Goals Related to Barriers:

Goal 1: Our staff will work within grade-level teams during PLCs to develop and implement a strong tier I and tier II program/plan in collaboration with the RtI teachers, administrators, and Cotsen mentor. In addition, the RtI team, which is composed of grade-level teachers, administration, and RtI teaching staff, will work together on a monthly basis to develop an RtI program that is implemented with fidelity. Ongoing professional development on quality tier I and tier II instruction will focus on effective instructional strategies utilizing Marzano's design questions and teaching elements, as well as our focus on implementing Readers' Workshop school-wide. As a staff, we have developed an instructional model that we are all committed to implementing, and we will protect time to support students via tier II interventions within the classroom setting/school day.

Goal 2: Ongoing high-quality professional development and sharing of resources as they pertain to ELD, CGI, Writer's Workshop, Thinking Maps, Readers' Workshop, and Marzano strategies will be implemented to ensure that students reach proficiency and/or demonstrate progressive growth in ELA and math. Our site will implement integrated and designated ELD with fidelity and ensure that all teachers are provided with ELD training that supports the Wonders and Study Sync ELA programs. When needed, our Response to Intervention teacher will provide targeted support to students and assist teachers in improving instruction for EL students. We have also established a classroom walk through form that tracks the fidelity of our ELD program as well. We acknowledge that parents play an important role in student achievement. The site will aim to increase parent involvement opportunities in order to help support parents in supporting their children's education at home.

Additional Targeted Support and Improvement (ATSI) Inequities:

- Resource inequities that may be contributing to students that identify as two or more races having chronic absenteeism include: access to transportation, healthcare access including mental health support, tutoring/academic needs support, basic needs support, and or support with training/keeping parents well informed of school policies and procedures.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	113	95	94	0	94	93	0	94	93	0.0	98.9	98.9
Grade 4	106	112	95	0	110	95	0	110	95	0.0	98.2	100.0
Grade 5	114	120	112	0	117	112	0	117	112	0.0	97.5	100.0
Grade 6	114	113	120	0	113	120	0	113	120	0.0	100.0	100.0
All Grades	447	440	421	0	434	420	0	434	420	0.0	98.6	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2460.	2450.		37.23	29.03		26.60	31.18		20.21	22.58		15.96	17.20
Grade 4		2523.	2527.		49.09	46.32		25.45	27.37		10.91	13.68		14.55	12.63
Grade 5		2555.	2568.		39.32	48.21		34.19	28.57		15.38	16.07		11.11	7.14
Grade 6		2616.	2590.		48.67	38.33		40.71	35.83		7.96	19.17		2.65	6.67
All Grades	N/A	N/A	N/A		43.78	40.71		32.03	30.95		13.36	17.86		10.83	10.48

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.53	25.81		67.02	62.37		7.45	11.83
Grade 4		34.55	28.42		51.82	66.32		13.64	5.26
Grade 5		29.06	31.25		61.54	61.61		9.40	7.14
Grade 6		44.25	38.33		52.21	52.50		3.54	9.17
All Grades		33.64	31.43		57.83	60.24		8.53	8.33

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.60	18.28		55.32	62.37		18.09	19.35
Grade 4		43.64	37.89		45.45	50.53		10.91	11.58
Grade 5		42.74	45.54		50.43	45.54		6.84	8.93
Grade 6		44.25	40.83		52.21	52.50		3.54	6.67
All Grades		39.86	36.43		50.69	52.38		9.45	11.19

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.09	11.83		74.47	78.49		7.45	9.68
Grade 4		23.64	13.68		67.27	80.00		9.09	6.32
Grade 5		24.79	32.14		71.79	62.50		3.42	5.36
Grade 6		35.40	20.83		62.83	76.67		1.77	2.50
All Grades		25.81	20.24		68.89	74.05		5.30	5.71

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.34	21.51		63.83	65.59		13.83	12.90
Grade 4		28.18	35.79		65.45	54.74		6.36	9.47
Grade 5		24.79	34.82		65.81	58.04		9.40	7.14
Grade 6		37.17	31.67		59.29	62.50		3.54	5.83
All Grades		28.34	31.19		63.59	60.24		8.06	8.57

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	113	95	94	0	95	94	0	95	94	0.0	100.0	100.0
Grade 4	106	112	95	0	112	95	0	112	95	0.0	100.0	100.0
Grade 5	114	120	112	0	120	112	0	120	112	0.0	100.0	100.0
Grade 6	114	113	120	0	113	120	0	113	120	0.0	100.0	100.0
All Grades	447	440	421	0	440	421	0	440	421	0.0	100.0	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2460.	2458.		29.47	34.04		37.89	35.11		21.05	14.89		11.58	15.96
Grade 4		2529.	2544.		41.96	46.32		32.14	34.74		11.61	14.74		14.29	4.21
Grade 5		2549.	2579.		37.50	51.79		26.67	23.21		24.17	16.07		11.67	8.93
Grade 6		2602.	2607.		45.13	49.17		24.78	29.17		19.47	16.67		10.62	5.00
All Grades	N/A	N/A	N/A		38.86	45.84		30.00	30.17		19.09	15.68		12.05	8.31

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.95	40.43		48.42	43.62		12.63	15.96
Grade 4		46.43	53.68		40.18	37.89		13.39	8.42
Grade 5		43.33	48.21		43.33	44.64		13.33	7.14
Grade 6		46.90	59.17		41.59	34.17		11.50	6.67
All Grades		44.09	50.83		43.18	39.90		12.73	9.26

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.53	30.85		54.74	51.06		14.74	18.09
Grade 4		38.39	41.05		49.11	53.68		12.50	5.26
Grade 5		28.33	48.21		58.33	43.75		13.33	8.04
Grade 6		38.94	38.33		53.10	53.33		7.96	8.33
All Grades		34.09	39.90		53.86	50.36		12.05	9.74

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.74	26.60		51.58	58.51		13.68	14.89
Grade 4		46.43	48.42		42.86	45.26		10.71	6.32
Grade 5		22.50	40.18		65.83	50.89		11.67	8.93
Grade 6		30.09	32.50		65.49	60.00		4.42	7.50
All Grades		33.18	36.82		56.82	53.92		10.00	9.26

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1433.0	1443.9	1437.8	1428.7	1438.6	1438.8	1442.9	1456.1	1435.2	46	34	26
1	1465.5	1495.1	1459.8	1460.4	1495.3	1457.2	1470.1	1494.0	1462.0	29	30	18
2	1520.5	1507.3	1510.0	1514.5	1492.3	1499.5	1526.0	1521.6	1520.1	24	28	25
3	1539.5	1508.4	1484.6	1546.7	1501.9	1483.4	1531.6	1514.3	1485.5	22	19	17
4	1549.2	1528.3	1554.6	1545.8	1522.5	1554.6	1552.3	1533.6	1554.2	30	16	13
5	1563.0	1566.0	*	1553.3	1563.3	*	1572.4	1568.1	*	17	30	10
6	1585.8	1580.9	1572.7	1595.8	1573.4	1578.8	1575.1	1587.7	1565.9	13	15	13
All Grades										181	172	122

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.74	26.47	19.23	30.43	20.59	34.62	30.43	41.18	34.62	17.39	11.76	11.54	46	34	26
1	20.69	30.00	11.11	55.17	53.33	50.00	10.34	6.67	27.78	13.79	10.00	11.11	29	30	18
2	37.50	39.29	32.00	50.00	46.43	40.00	12.50	7.14	28.00	0.00	7.14	0.00	24	28	25
3	45.45	26.32	11.76	40.91	52.63	52.94	4.55	21.05	11.76	9.09	0.00	23.53	22	19	17
4	53.33	37.50	53.85	36.67	37.50	46.15	3.33	6.25	0.00	6.67	18.75	0.00	30	16	13
5	29.41	60.00	*	58.82	26.67	*	11.76	10.00	*	0.00	3.33	*	17	30	*
6	53.85	66.67	46.15	46.15	33.33	38.46	0.00	0.00	15.38	0.00	0.00	0.00	13	15	13
All Grades	34.81	39.53	28.69	43.09	37.79	40.16	13.26	15.12	23.77	8.84	7.56	7.38	181	172	122

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.22	20.59	11.54	41.30	35.29	46.15	21.74	29.41	30.77	21.74	14.71	11.54	46	34	26
1	31.03	50.00	16.67	41.38	26.67	38.89	13.79	16.67	38.89	13.79	6.67	5.56	29	30	18
2	50.00	46.43	48.00	41.67	39.29	32.00	8.33	10.71	16.00	0.00	3.57	4.00	24	28	25
3	72.73	31.58	41.18	13.64	47.37	29.41	9.09	15.79	5.88	4.55	5.26	23.53	22	19	17
4	63.33	56.25	76.92	26.67	12.50	23.08	6.67	18.75	0.00	3.33	12.50	0.00	30	16	13
5	52.94	73.33	*	47.06	20.00	*	0.00	0.00	*	0.00	6.67	*	17	30	*
6	69.23	60.00	69.23	30.77	33.33	15.38	0.00	6.67	15.38	0.00	0.00	0.00	13	15	13
All Grades	44.75	47.09	40.16	35.36	30.81	33.61	11.05	14.53	18.03	8.84	7.56	8.20	181	172	122

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.91	29.41	19.23	63.04	55.88	73.08	13.04	14.71	7.69	46	34	26
1	41.38	56.67	44.44	48.28	40.00	50.00	10.34	3.33	5.56	29	30	18
2	41.67	53.57	40.00	58.33	42.86	56.00	0.00	3.57	4.00	24	28	25
3	50.00	63.16	52.94	40.91	31.58	29.41	9.09	5.26	17.65	22	19	17
4	66.67	68.75	53.85	30.00	12.50	38.46	3.33	18.75	7.69	30	16	13
5	41.18	46.67	*	58.82	46.67	*	0.00	6.67	*	17	30	*
6	46.15	53.33	46.15	53.85	46.67	46.15	0.00	0.00	7.69	13	15	13
All Grades	42.54	50.58	40.98	50.83	41.86	50.82	6.63	7.56	8.20	181	172	122

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.39	14.71	11.54	54.35	64.71	57.69	28.26	20.59	30.77	46	34	26
1	20.69	30.00	5.56	65.52	60.00	83.33	13.79	10.00	11.11	29	30	18
2	66.67	46.43	52.00	33.33	42.86	40.00	0.00	10.71	8.00	24	28	25
3	86.36	42.11	41.18	9.09	47.37	35.29	4.55	10.53	23.53	22	19	17
4	63.33	50.00	92.31	33.33	31.25	7.69	3.33	18.75	0.00	30	16	13
5	70.59	83.33	*	23.53	10.00	*	5.88	6.67	*	17	30	*
6	92.31	80.00	76.92	7.69	20.00	23.08	0.00	0.00	0.00	13	15	13
All Grades	50.83	46.51	42.62	38.12	41.86	43.44	11.05	11.63	13.93	181	172	122

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.22	26.47	15.38	69.57	58.82	73.08	15.22	14.71	11.54	46	34	26
1	44.83	36.67	27.78	34.48	46.67	61.11	20.69	16.67	11.11	29	30	18
2	37.50	35.71	24.00	50.00	57.14	64.00	12.50	7.14	12.00	24	28	25
3	31.82	0.00	0.00	50.00	84.21	70.59	18.18	15.79	29.41	22	19	17
4	26.67	25.00	15.38	70.00	56.25	84.62	3.33	18.75	0.00	30	16	13
5	35.29	46.67	*	58.82	40.00	*	5.88	13.33	*	17	30	*
6	30.77	33.33	15.38	53.85	66.67	53.85	15.38	0.00	30.77	13	15	13
All Grades	29.83	30.81	18.85	56.91	56.40	65.57	13.26	12.79	15.57	181	172	122

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	45.65	35.29	50.00	45.65	44.12	38.46	8.70	20.59	11.54	46	34	26
1	6.90	36.67	11.11	82.76	60.00	61.11	10.34	3.33	27.78	29	30	18
2	29.17	42.86	44.00	62.50	46.43	52.00	8.33	10.71	4.00	24	28	25
3	31.82	36.84	17.65	59.09	63.16	64.71	9.09	0.00	17.65	22	19	17
4	23.33	31.25	61.54	70.00	43.75	38.46	6.67	25.00	0.00	30	16	13
5	29.41	33.33	*	64.71	63.33	*	5.88	3.33	*	17	30	*
6	38.46	73.33	61.54	61.54	26.67	38.46	0.00	0.00	0.00	13	15	13
All Grades	29.83	39.53	40.98	62.43	51.16	49.18	7.73	9.30	9.84	181	172	122

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
779	38.1	22.0	0.1
Total Number of Students enrolled in Sunset Lane Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	171	22.0
Foster Youth	1	0.1
Homeless	2	0.3
Socioeconomically Disadvantaged	297	38.1
Students with Disabilities	68	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.4
American Indian	1	0.1
Asian	470	60.3
Filipino	21	2.7
Hispanic	180	23.1
Two or More Races	39	5.0
Pacific Islander	1	0.1
White	56	7.2

Conclusions based on this data:

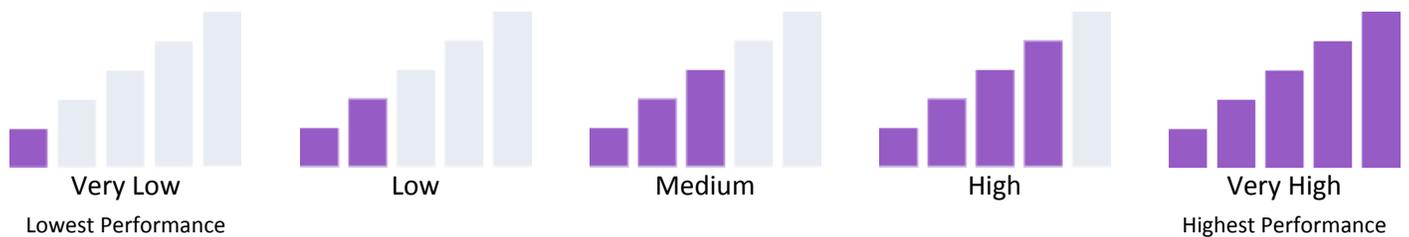
1.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

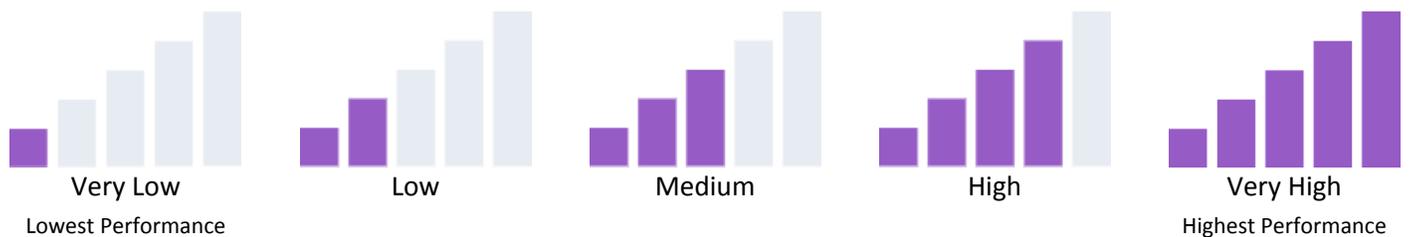
- 1.

School and Student Performance Data

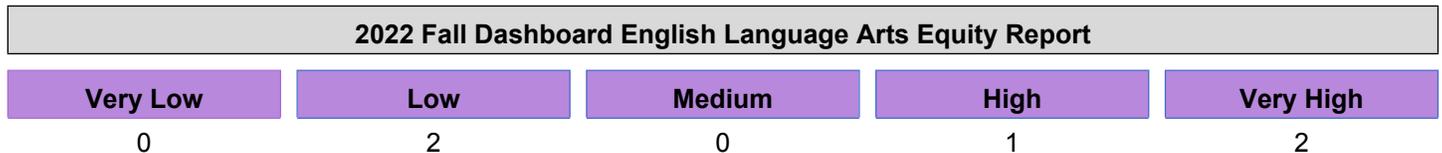
Academic Performance English Language Arts

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

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

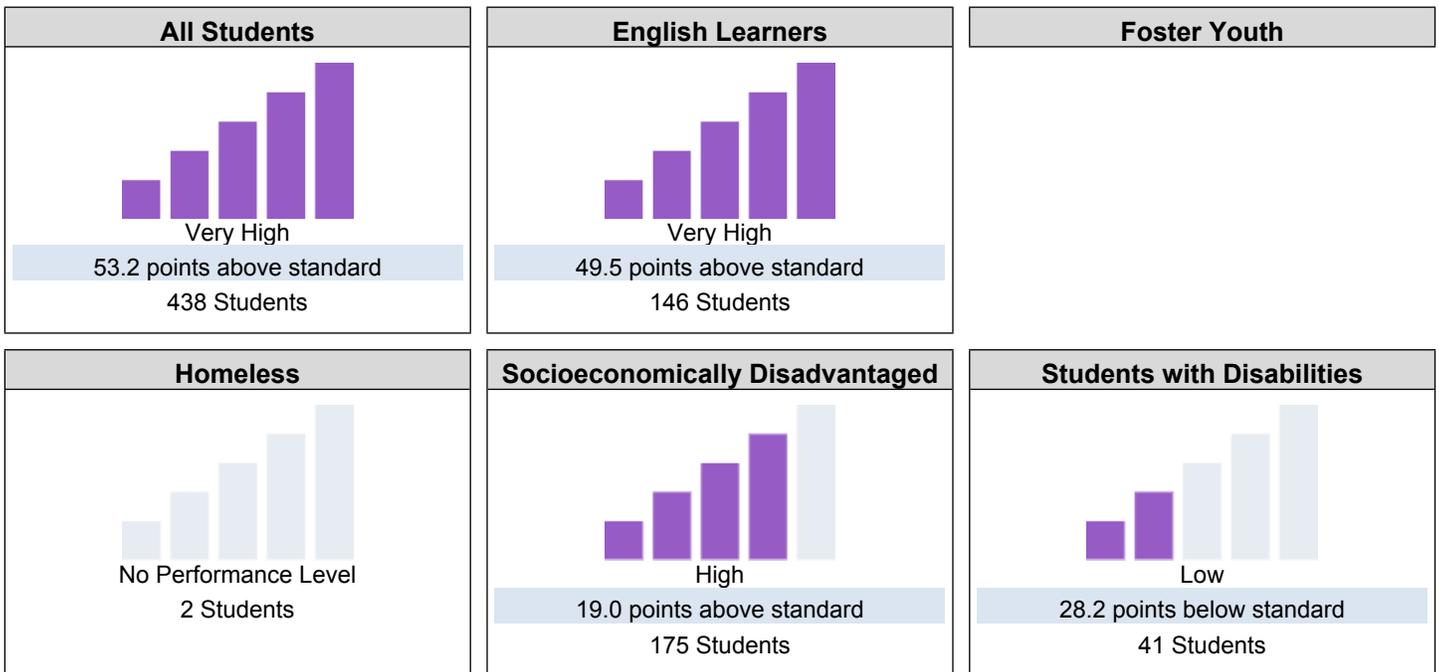


This section provides number of student groups in each level.

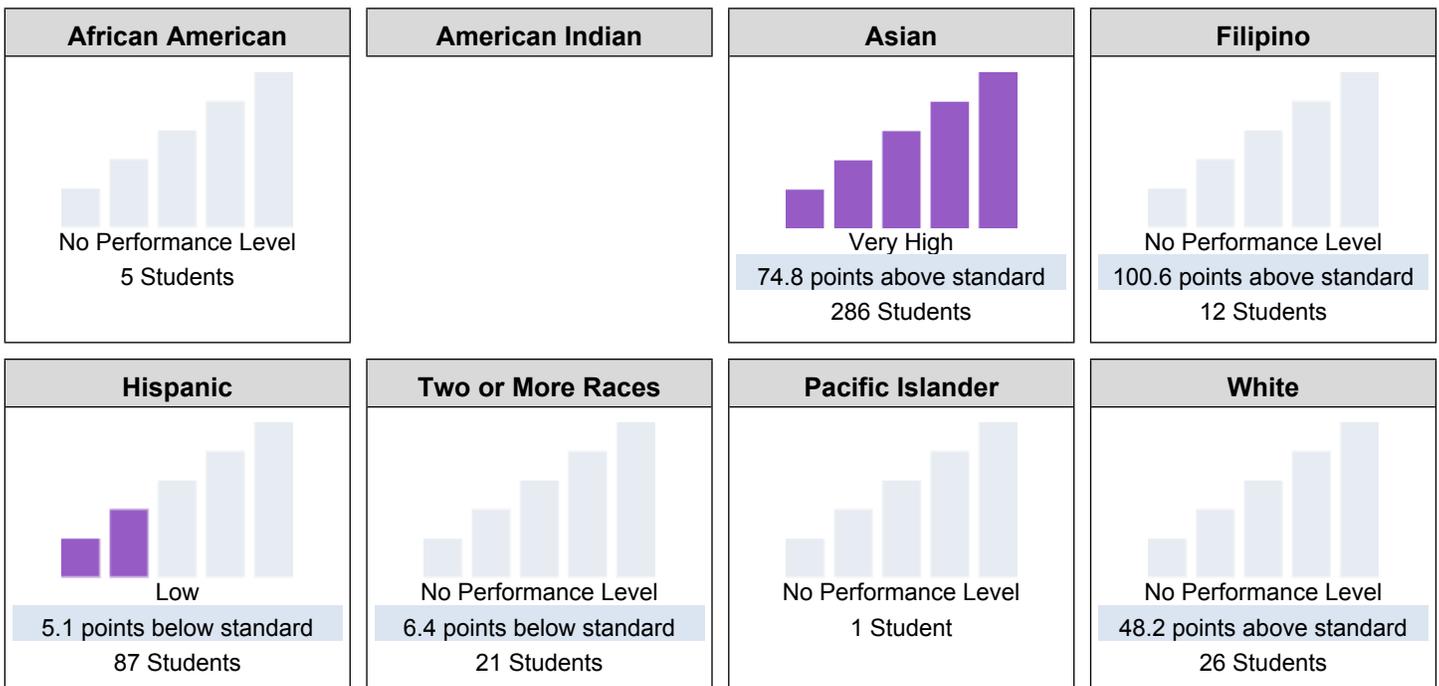


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
3.2 points below standard	98.1 points above standard	45.0 points above standard
70 Students	76 Students	240 Students

Conclusions based on this data:

- 1.

School and Student Performance Data

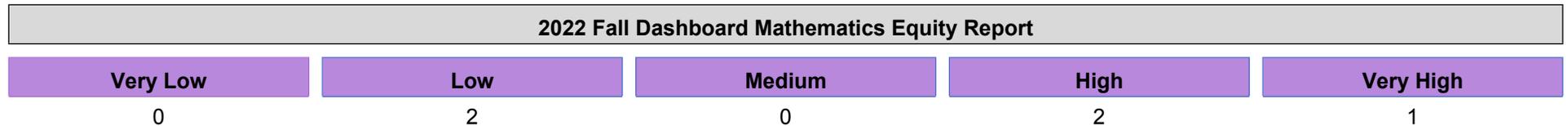
Academic Performance Mathematics

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

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



This section provides number of student groups in each level.



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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



High

34.2 points above standard

436 Students

English Learners



High

33.7 points above standard

145 Students

Foster Youth

Homeless



No Performance Level

2 Students

Socioeconomically Disadvantaged



High

2.3 points above standard

174 Students

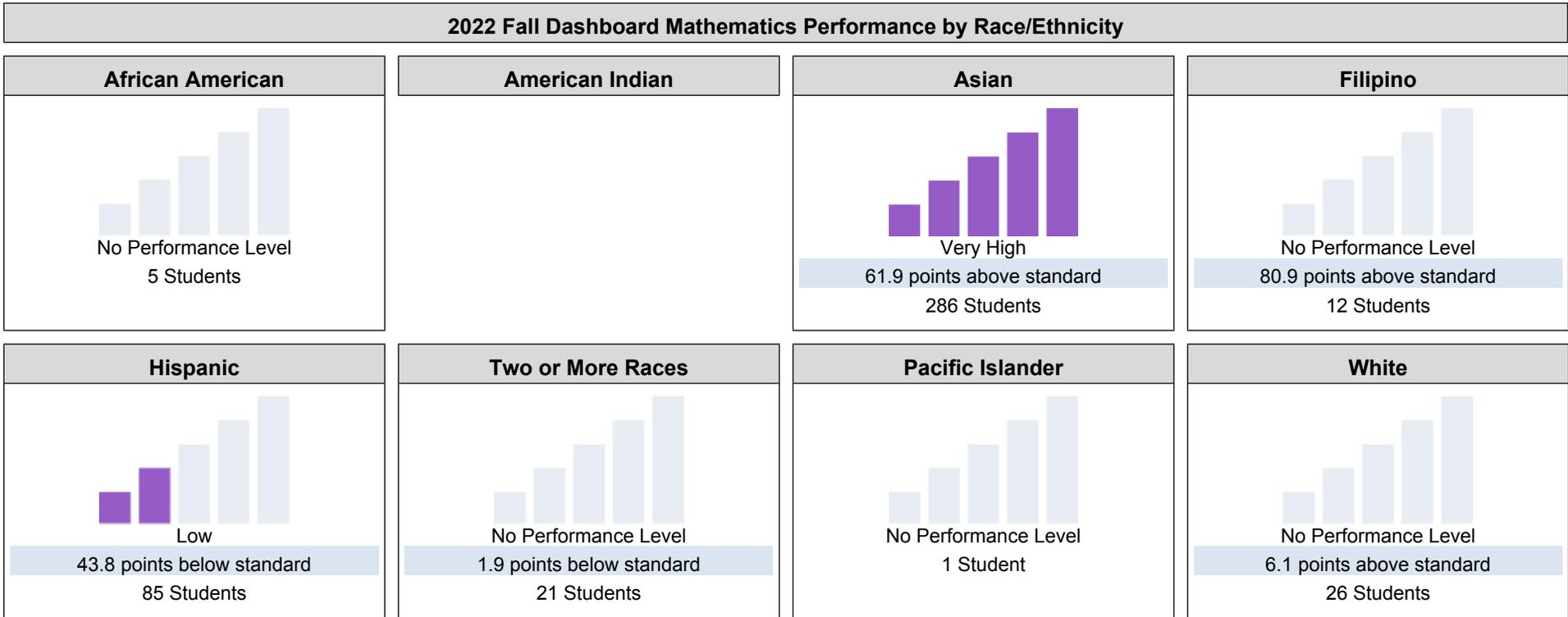
Students with Disabilities



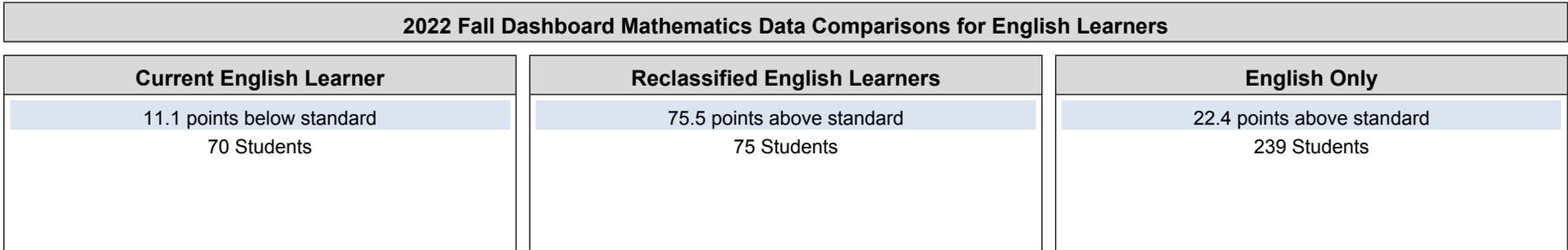
Low

52.8 points below standard

39 Students



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



Conclusions based on this data:

1.

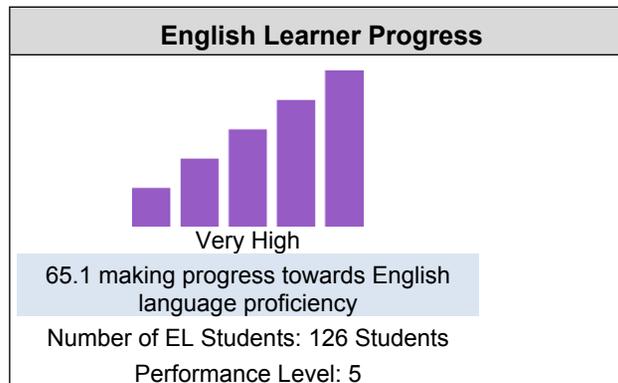
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.7%	22.2%	20.6%	44.4%

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

- 1.

School and Student Performance Data

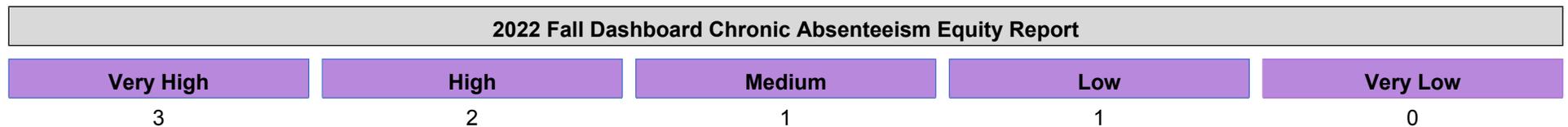
Academic Engagement Chronic Absenteeism

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

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

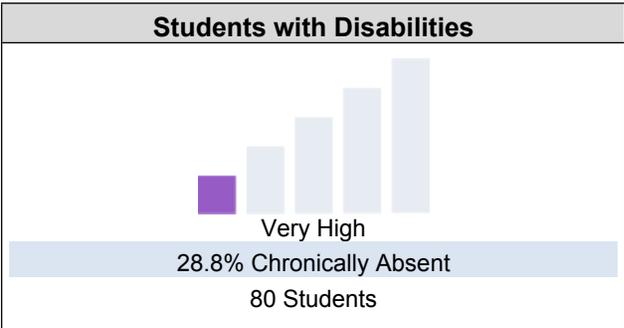
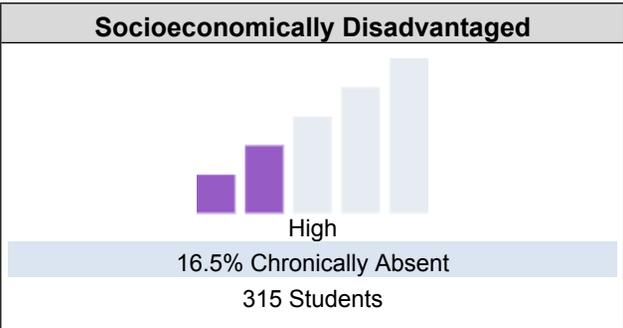
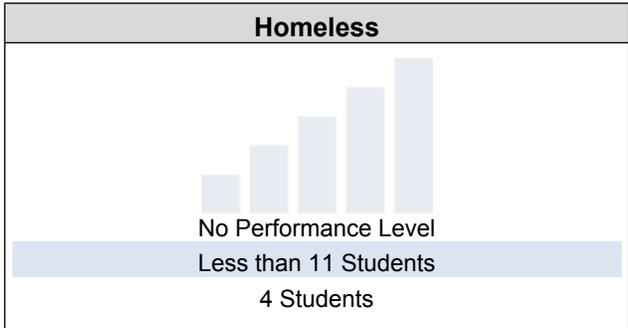
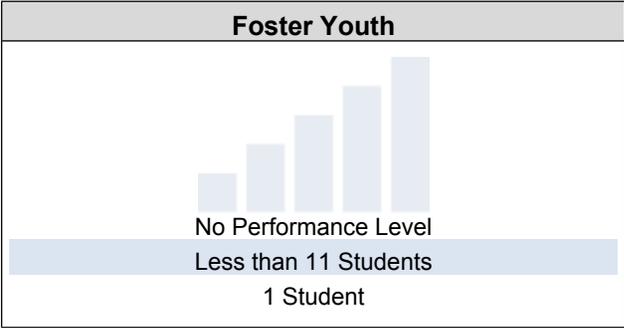
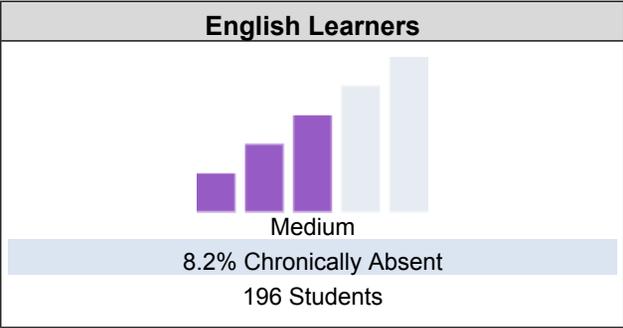
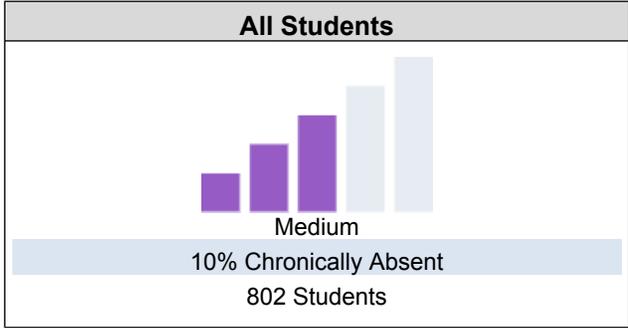


This section provides number of student groups in each level.

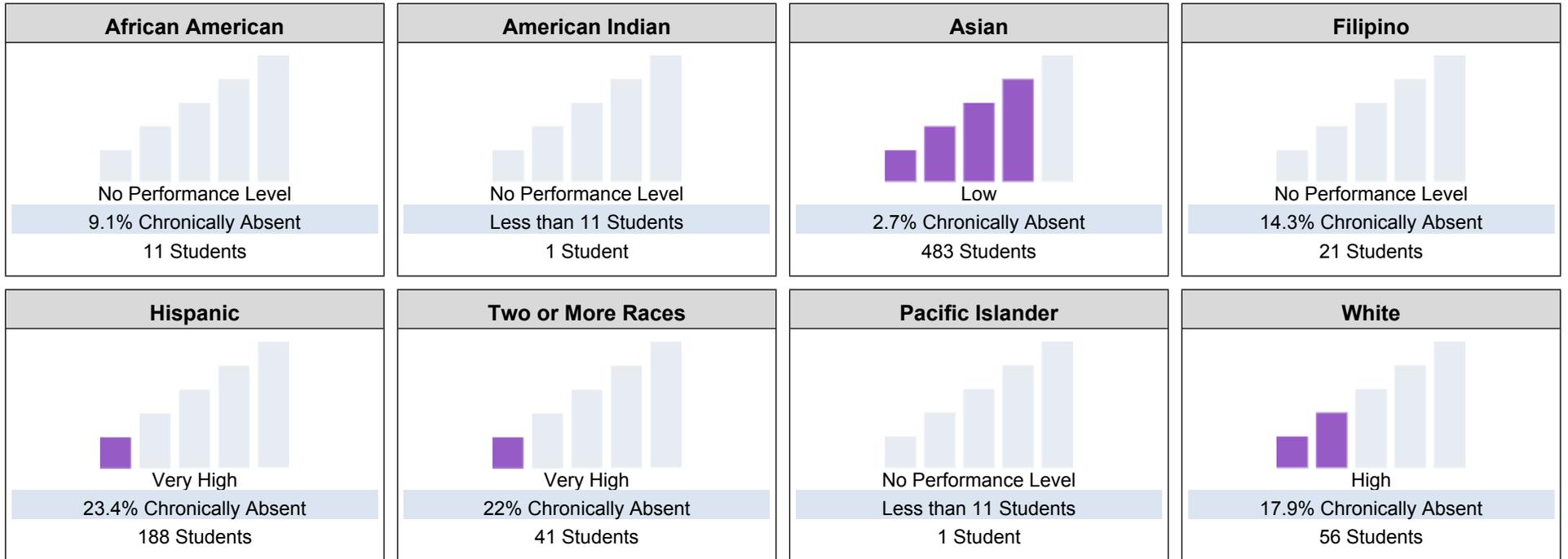


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

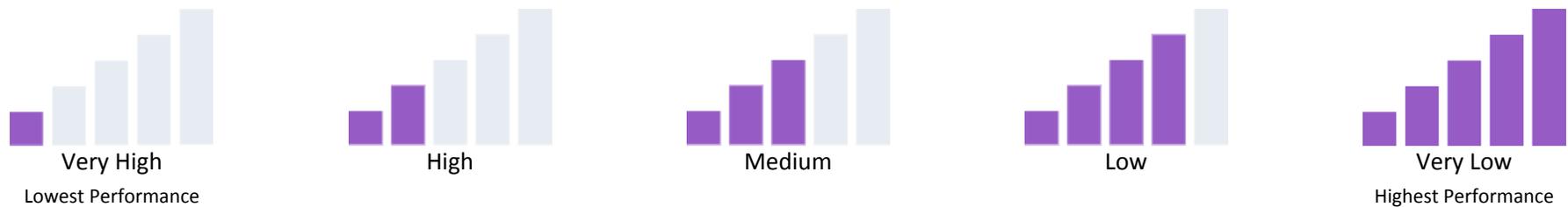
1.

School and Student Performance Data

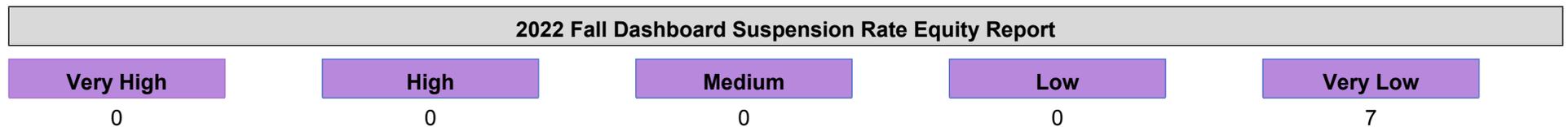
Conditions & Climate Suspension Rate

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

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

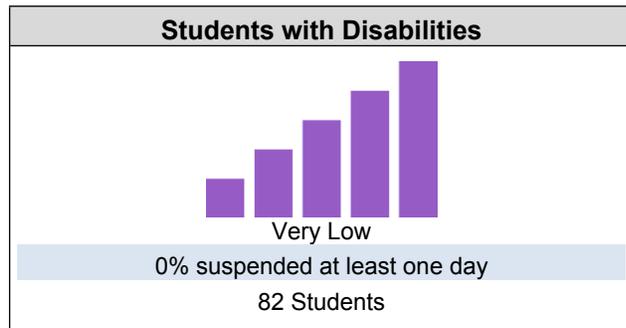
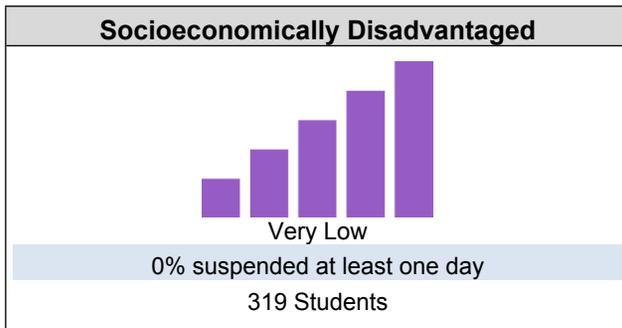
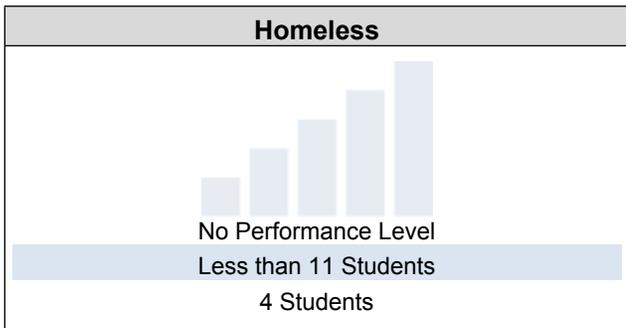
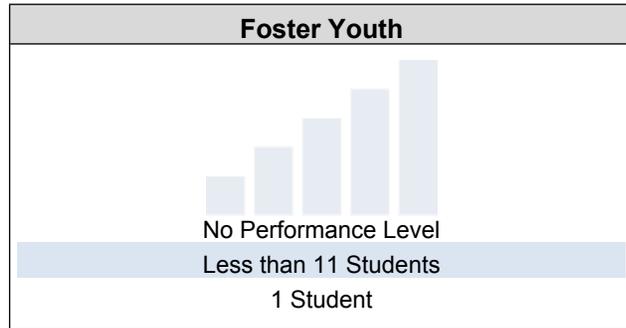
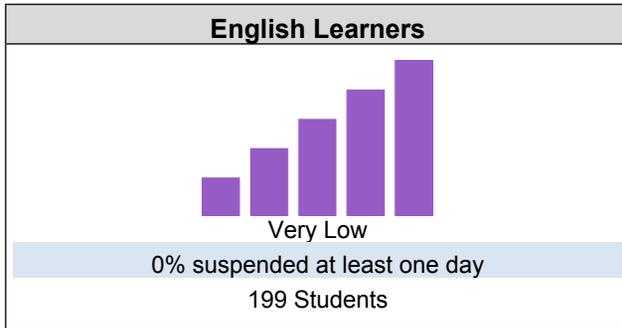
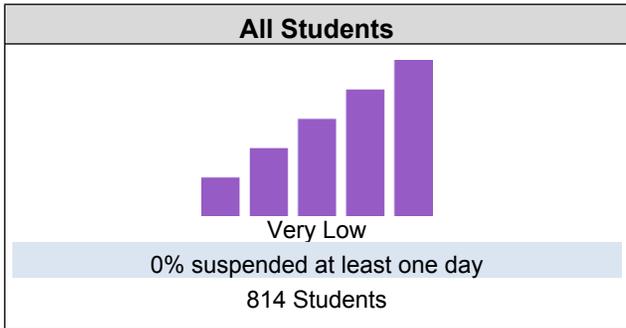


This section provides number of student groups in each level.

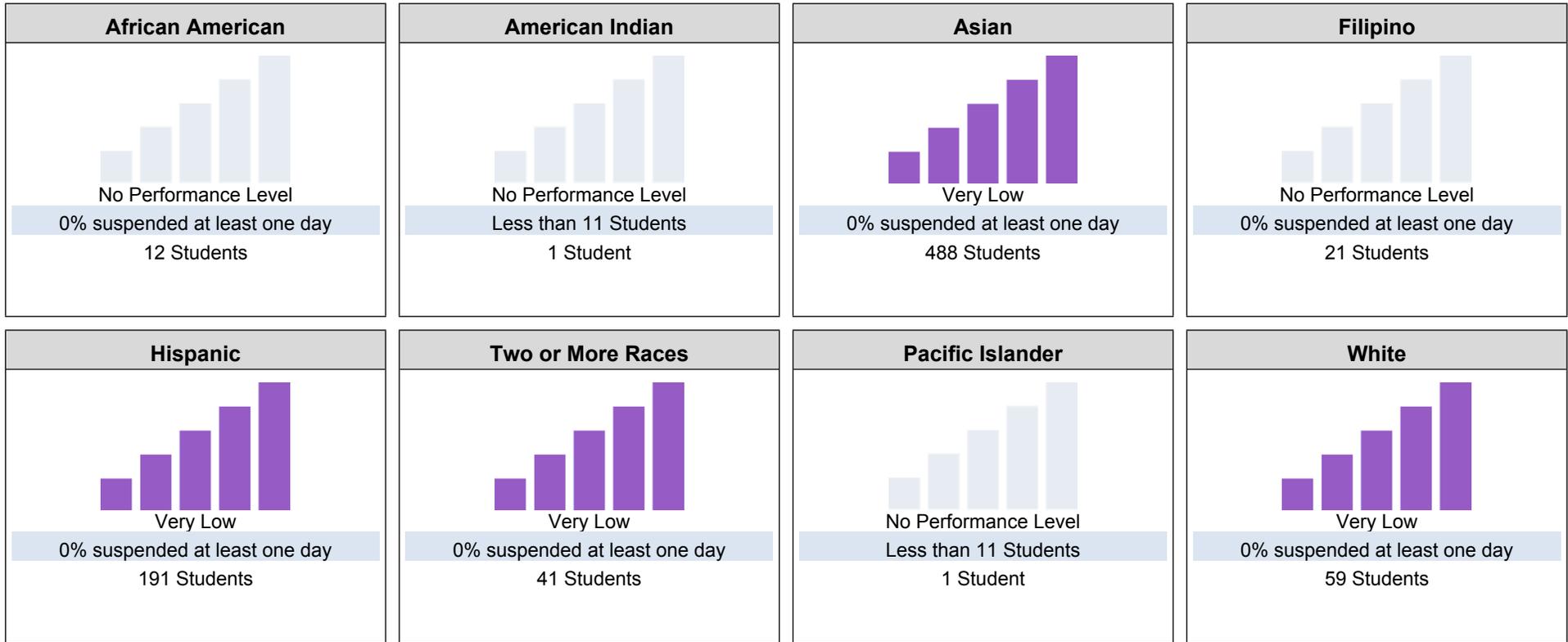


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA/LCAP Goal 1:
All students will demonstrate proficiency, or growth toward proficiency, in ELA and Math.
SCHOOL GOAL #1:
English Language Arts: The Spring 2023 CAASPP preliminary ELA data indicates that all 3rd through 6th grade students, overall, are +51 points from the standard with 72% of students demonstrating proficiency. In order to ensure consistent growth amongst our students, Sunset Lane's goal is to increase our distance from standard (DFS) by 3 points as measured by the Spring 2024 CAASPP ELA assessment. In other words, by the end of the 2023-24 school year, the SBAC ELA Distance From Standard (DFS) will increase by 3 points or more, both overall and for all significant subgroups: English language learners, economically disadvantaged, and Hispanic students.
Mathematics: The Spring 2023 CAASPP preliminary Math data indicates that all 3rd through 6th grade students, overall, are +48 points from the standard with 76% of students demonstrating proficiency. In order to ensure consistent growth amongst our students, Sunset Lane's goal is to increase our distance from standard (DFS) by 3 points as measured by the Spring 2024 CAASPP Math assessment. In other words, by the end of the 2023-24 school year, the SBAC Math Distance From Standard (DFS) will increase by 3 points or more, both overall and for all significant subgroups: English language learners, economically disadvantaged, and Hispanic students.
ATSI: For students that identify as two or more races and have demonstrated chronic absenteeism, we will continue to collaborate with families to ensure that students are showing up to school daily so that they have access to all the same educational resources and supports as their peers. We will focus on family engagement and ongoing opportunities for collaboration to ensure that all educational partners know the importance of attendance and are involved in the child's education, use PBIS strategies to create a positive school climate which can help improve attendance rates, provide students with mentors or counselors who can offer support and guidance to help address the underlying issues that are contributing to absenteeism, collaborate with community organizations to provide additional resources and support when needed, and increase incentives and recognition programs for good attendance.
Data Used to Form this Goal:
CAASPP ELA and Math Assessments iReady data Attendance data

Findings from the Analysis of this Data:

Detailed analysis of our current iReady ELA data indicates the need for strategic support for all students in the area of comprehension of informational text, with vocabulary and comprehension of literature not far behind. Surprisingly, there is a decent amount of students in upper grade needing support in phonics as well. Overall, our 4th grade students have the highest needs for support at this time. Identified students will receive targeted support and tiered interventions in specified areas of need based on proficiency of guaranteed and viable standards and deficits in prerequisite/foundational skills.

Detailed analysis of our current iReady Math data indicates the need for strategic support for all students in the area of geometry. Overall, our 4th grade students have the highest needs for support at this time. Identified students will receive targeted support and tiered interventions in specified areas of need based on proficiency of guaranteed and viable standards and deficits in prerequisite/foundational skills.

How the School will Evaluate the Progress of this Goal:

Each grade level meets in PLC groups on a twice weekly basis to discuss individual student performance through the Response to Instruction and Intervention (RtI) process. Based on universal screenings and common formative assessments, students are placed in the appropriate tier I, II, or III interventions. Interventions are provided within the school day during protected RtI time. Student growth is monitored and PLC time is utilized to plan instruction based on student need. PLC notes and artifacts are housed in a Google doc that is shared with administration, and administration provides feedback on a weekly basis.

A variety of data will be utilized to determine progress toward goals, both by whole school and by significant subgroups, including but not limited to district benchmarks, chapter/unit tests, standards based assessments, and common formative assessments. Students in grades 2-6 will take three iReady diagnostic assessments over the course of the school year. Teachers will analyze student progress between each diagnostic. The 2023-2024 CAASPP results will be utilized to evaluate year end progress as well.

ATSI:
Attendance data will be reviewed monthly to determine next steps to support students with attendance concerns that identify as two or more races.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Common Core Curriculum <ul style="list-style-type: none"> Instruction is aligned to grade level CCCSS. Teachers create CCCSS 	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	Instructional Assistant	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	13,808

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>based lessons that support the needs of students.</p> <ul style="list-style-type: none"> • Instruction in phonics, phonemic awareness, and reading comprehension strategies with a renewed focus on balanced literacy and Readers' Workshop occurs across the curriculum. Renewed focus on Heggerty and Orton Gillingham strategies, too. • Instruction in writing occurs across the curriculum (math journals, science notebooks, research projects, Writers' Workshop). • Technology and 21st Century learning has been infused into instruction to build creativity, collaboration, communication, and critical thinking. • STEAM activities to make learning relevant and meaningful. • PLCs meet regularly to: analyze data, create both formative and summative 			<p>Supplemental Curriculum/Instructional Materials</p> <p>Instructional Technology</p> <p>Intervention/Enrichment Programs</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>6,653</p> <p>5,000</p> <p>10,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>assessments, ensure alignment to standards, monitor pacing of instruction, respond to student needs, and discuss effective teaching strategies. Time is provided for PLC work during PE and early release Wednesdays.</p> <ul style="list-style-type: none"> Standards-based assessments are created in programs such as Illuminate and iReady. Enrichment opportunities/activities including, but not limited to STAGE productions, Speech and Debate, Chess Masters, Robotics and Coding, Continental Math, and Math Olympiad. Instructional aide support for full day Kindergarten classrooms. 						
Support for English Language Learners	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	Intervention/Enrichment Programs	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Daily school-wide language time for all students to support language acquisition and extend classroom instruction through Systematic ELD, vocabulary instruction, oral language, writing opportunities, and alignment with ELA Wonders/StudySync curriculum. Additional ELD instructional resources provided via the Ellevation platform. 			Supplemental Curriculum/Instructional Materials	4000-4999: Books And Supplies	LCFF - Supplemental	4,000
			Additional Classified Personnel Support	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,250
<p>Support for Struggling Learners</p> <ul style="list-style-type: none"> Push-in and pull-out RSP services are offered to assist students in meeting IEP goals. Response to Instruction and Intervention is offered to students in small groups with a targeted focus based on Universal Screenings, diagnostic tests, and 	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	Intervention/Enrichment Programs	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
			Supplemental Curriculum/Instructional Materials	4000-4999: Books And Supplies	LCFF - Supplemental	4,000
			Additional Classified Personnel Support	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>common formative assessments.</p> <ul style="list-style-type: none"> • Positive Behavior Intervention and Supports school-wide. (ATSI) • MTSS/Round table meetings are held to support teachers with struggling learners based on data and the referral process. (ATSI) • Renewed focus on best first teaching within a tier I intervention plan and refinement of PLC, ELD, and Rtl practices. • Renewed focus on tier II interventions within the classroom aligned with standards-based instruction. 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Support for Teacher Planning, Collaboration, and Professional Development</p> <ul style="list-style-type: none"> On-going professional development is provided to support Common Core instruction. Teachers meet weekly during PLC time to collaborate while analyzing data, planning instruction, and creating assessments. Teachers use grade level planning and teacher planning days to collaborate on grade level curriculum and instruction. Provide Physical Education program for students that will release teachers for grade level collaboration time. Teachers receive ongoing professional development at the site level including, but not limited to Writers' Workshop, Readers' Workshop, and Balanced Literacy. Teachers attend trainings at the District to support student learning including, but not limited 	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	<p>Substitutes for Teacher Release</p> <p>Professional Development</p> <p>Physical Education Program</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>7,500</p> <p>6,000</p> <p>40,368</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>to CGI, Writers' Workshop, Readers' Workshop, and Marzano Collaborative Lesson Design.</p> <ul style="list-style-type: none"> Teachers have opportunities to attend conferences to stay current with engaging and research based instructional strategies including CUE, STEAM symposium, and the OCC GATE Conference. 						
<p>Support for School Community Success</p> <ul style="list-style-type: none"> The following will be utilized for planning, implementation, communication, and collaboration to support 	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	<p>Parent Involvement/Support</p> <p>Materials/Supplies (mailings, postage, labels, etc.)</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5900: Communications</p>	<p>LCFF - Supplemental</p> <p>LCFF - Base</p>	<p>1,250</p> <p>3,926</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students' learning, as engaging and involving the parent community is beneficial in increasing student achievement:</p> <p>ELAC</p> <p>DELAC</p> <p>Back to School Night</p> <p>Open House</p> <p>Fall and Spring Parent Conferences</p> <p>TK Open House and Orientation</p> <p>Kinder Open House and Orientation</p> <p>School Site Council</p> <p>PTA</p> <p>Education Foundation</p> <p>Team Seahawk</p> <p>Safety Committee</p> <p>Blackboard Connect</p> <p>Parent Classroom and School Volunteers</p> <p>Parent Education</p> <p>School and Teacher Websites</p> <p>Social Media - Instagram, Twitter,</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and Facebook						

Planned Improvements in Student Performance

School Goal #2

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology and Digital Literacy
LEA/LCAP Goal 2:
Ensure access to high quality digital tools, resources, personalized learning technology and professional learning to ensure that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.
SCHOOL GOAL #2:
All Sunset Lane students and staff will have access to high quality digital tools, resources, and professional learning. All students will have opportunities to access engaging online instructional resources and will be able to demonstrate digital and informational literacy skills as well as development toward mastery of 21st Century learning skills in support of relevant and rigorous learning. Students will receive lessons on digital citizenship, informational literacy skills, and how to be responsible users and consumers of technology.
ATSI:
For students that identify as two or more races and have demonstrated chronic absenteeism, we will continue to collaborate with families to ensure that students are showing up to school daily so that they have access to all the same educational resources and supports as their peers specific to the area of technology and digital literacy. We will focus on family engagement and ongoing opportunities for collaboration to ensure that all educational partners know the importance of attendance and are involved in the child's education, use PBIS strategies to create a positive school climate which can help improve attendance rates, provide students with mentors or counselors who can offer support and guidance to help address the underlying issues that are contributing to absenteeism, collaborate with community organizations to provide additional resources and support when needed, and increase incentives and recognition programs for good attendance.
Data Used to Form this Goal:
Sunset Lane has 1:1 iPad implementation for all students in Kindergarten-6th grade and 2:1 iPad implementation in full-day Transitional Kindergarten. Students across campus have access to technology throughout their day. Teachers have updated resources in their classrooms, including teacher laptops and iPads, document cameras, SMART TVs, Apple TVs, amplification systems, and various robots (Ozobots, Dash & Dots, Beebots). In addition, students and staff have access to numerous supplemental resources via iPad applications and classroom programs.
Sunset Lane staff has been trained in utilizing educational technology and is actively working to become more proficient in integrating technology into instruction. There is a continuum of learning and expertise with technology among our teachers, which is why ongoing professional development is essential to Sunset Lane's technology program, to ensure that technology is used effectively, purposefully, and intentionally as a vehicle by which students can demonstrate their knowledge.
Sunset Lane also continues to receive its Digital Citizenship certification via Common Sense Media on a yearly basis.

Findings from the Analysis of this Data:

There is a need for continued support for all members of the Sunset Lane community as we work together to provide a technology rich education for our students. Ongoing professional development is needed to support teachers to ensure that best practices are currently in use regarding educational technology in all classrooms across all grade levels. Supporting students in becoming responsible and respectful digital citizens is also an ongoing need, as is supporting families in utilizing technology at home to support student achievement.

How the School will Evaluate the Progress of this Goal:

Progress towards meeting the goal of ensuring that all students and staff are maximizing their use of technology to support educational goals will be measured through surveys, student projects, observation, digital citizenship certification, and academic outcomes. Progress will also be monitored via informal observations of library time where students are regularly receiving lessons on digital and informational literacy skills from our Technology, Library, and Media Assistant.

ATSI:

Attendance data will be reviewed monthly to determine next steps to support students with attendance concerns that identify as two or more races.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support for Understanding of 21st Century Standards and Curriculum and Instruction <ul style="list-style-type: none"> Focus on 21st century skills, content knowledge, and expertise. Build understanding across and among key subjects as well as 21st century interdisciplinary themes. Emphasize deep understanding rather than shallow knowledge. Engage students with real 	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	Materials and Supplies for the Media Center Instructional Materials and Supplies	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF - Supplemental LCFF - Supplemental	2,500 4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>world learning, examples, ideas and experiences.</p> <ul style="list-style-type: none"> • Allow for various levels of mastery as indicated by age and grade level appropriate markers. • Focus on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning. • Support innovative learning methods that integrate the use of supportive technologies, inquiry-based learning, project-based learning, and higher order thinking. • Students will use technology to access curriculum, reinforce skills, and extend learning. Students create, communicate, collaborate, and think critically. • Digital Citizenship is explicitly taught through Common Sense Media. 						
Support for 21st Century Learning Environments	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	Classroom Equipment/Furniture	6000-6999: Capital Outlay	LCFF - Base	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Create learning practices, human support, and physical environments that will support the teaching and learning of 21st century skill outcomes. • Support professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practices. • Enable students to learn in relevant, real world 21st century contexts (e.g. project-based learning or inquiry-based learning). • Allow equitable access to quality learning tools, technologies, and resources. • Provide 21st century architectural and interior designs for group, team, and individual learning. 			Instructional Materials and Supplies Tech Support/Personnel	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,000 5,618
Support for 21st Century Professional Development <ul style="list-style-type: none"> • Provide professional development opportunities for teachers to integrate 21st 	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	Professional Development	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>century skills, tools, and teaching strategies into their classroom practices</p> <ul style="list-style-type: none"> • Balance direct instruction with project-orientated teaching methods. • Identify ways in which a deeper understanding of subject matter can actually enhance problem-solving skills. • Enable 21st century professional learning communities for teachers that model the kinds of best practices and learning strategies that promote 21st century skills for students. • Cultivate teachers' abilities to identify students' particular learning styles, intelligences, strengths and weaknesses. (ATSI) • Professional development is provided throughout the year for site specific needs. 						

Planned Improvements in Student Performance

School Goal #3

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe and Secure Environment
LEA/LCAP Goal 3:
All District departments and school sites will work to provide a safe and secure environment that promotes the physical, social and emotional health and well-being of all staff and students.
SCHOOL GOAL #3:
Sunset Lane will provide a welcoming, safe, and secure environment for all members of our school community while also focusing on the social-emotional health and well-being of all staff and students. ATSI: For students that identify as two or more races and have demonstrated chronic absenteeism, we will continue to collaborate with families to ensure that students feel welcome and safe to show up to school daily, thus ensuring that they have access to all of the same educational resources and supports as their peers, supporting their overall physical, social-emotional health and well-being. We will focus on family engagement and ongoing opportunities for collaboration to ensure that all educational partners know the importance of attendance and are involved in the child's education, use PBIS strategies to create a positive school climate which can help improve attendance rates, provide students with mentors or counselors who can offer support and guidance to help address the underlying issues that are contributing to absenteeism, collaborate with community organizations to provide additional resources and support when needed, and increase incentives and recognition programs for good attendance.
Data Used to Form this Goal:
Frequent check-ins with students, staff, and parents will provide information on pertinent topics to cover regarding school climate and safety, including formal input from all educational partners via our Seahawk Suggestions surveys. Sunset Lane's safety committee and PBIS team also meet regularly to discuss and improve safety and climate school-wide. Progress monitoring of our Second Step social-emotional learning curriculum will also inform practices and next steps.
Findings from the Analysis of this Data:
According to ongoing communication with all educational partners and input from our parents via our Seahawk Suggestions surveys, Sunset Lane rates high in the area of school climate and safety. Our campus is well maintained and has worked hard to have a positive culture in place via PBIS initiatives and efforts. Student safety is a top priority at Sunset Lane along with the social-emotional health and well-being of all. With our daily student greeting practices, morning meetings, holding space protocol, calm corners, Mindful Mondays, and more, we are finding Sunset Lane to be a safe and welcoming environment for students.
How the School will Evaluate the Progress of this Goal:
Annual surveys on school climate and safety will be conducted to determine current areas of strength as well as areas for improvement. Ongoing input from our Seahawk Suggestions surveys will also help evaluate progress of this goal.

ATSI:
Attendance data will be reviewed monthly to determine next steps to support students with attendance concerns that identify as two or more races.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supporting Positive School Relationships <ul style="list-style-type: none"> Principal and Assistant Principal support in working collaboratively to promote and reward positive student behavior. (ATSI) Promote positive relationships among adults, between adults and students, and among students. (ATSI) Create a school environment where students and staff feel safe and comfortable. (ATSI) Support excellence in attendance and participation in all school activities. (ATSI) Sunset Lane's Mental Health Associate and School Psychologist provide social-emotional and behavioral support to promote positive behaviors and a healthy mental state for students. (ATSI) 	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	Mental Health Associate	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	25,920
			PBIS Materials	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500
			Copier/Printing Costs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000
			Assistant Principal	1000-1999: Certificated Personnel Salaries	LCFF - Base	14,182
			Materials/Supplies	4000-4999: Books And Supplies	LCFF - Base	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> The PBIS school-wide program helps promote and reward positive student behavior. (ATSI) 						
<p>Supporting Fun and Engaging Teaching and Learning</p> <ul style="list-style-type: none"> Provide all resources required for a positive classroom environment. Provide ample supports and opportunities for student success. (ATSI) Support school wide activities such as assemblies, classroom competitions, and celebrations of both individual and school-wide successes. (ATSI) Provide physical education to support the overall health and well-being of students. 	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	<p>Materials and Supplies</p> <p>Copier/Printing Costs</p> <p>Physical Education Program</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF - Base</p> <p>LCFF - Base</p> <p>LCFF - Base</p>	<p>5,000</p> <p>3,000</p> <p>10,092</p>
<p>Supporting a Welcoming Environment</p> <ul style="list-style-type: none"> Exemplify and promote a positive and friendly campus culture. (ATSI) Buildings will be clean, 	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	<p>Copier/Printing Costs</p> <p>Media Center Materials - Culturally Diverse Literature</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Base</p> <p>LCFF - Supplemental</p>	<p>3,000</p> <p>2,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>orderly, well maintained, free of clutter, and well lit.</p> <ul style="list-style-type: none"> Student work and achievement is highlighted and displayed in classrooms and public areas. Excellence in customer service is emphasized. Cultural diversity is embraced through a variety of school activities (e.g. culturally responsive teaching and instruction, culturally diverse classroom libraries, and school-wide cultural experiences and celebrations). 			Cultural experiences and celebrations	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,000
<p>Supporting School Safety</p> <ul style="list-style-type: none"> Principal and Assistant Principal support in working collaboratively to ensure safety for all educational partners. Additional supervision throughout the day during recess and lunch times. Emphasize the importance of positive physical, mental, and emotional 	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	Safety Materials and Supplies	4000-4999: Books And Supplies	LCFF - Base	5,000
			Maintenance Work Orders	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,000
			Assistant Principal	1000-1999: Certificated Personnel Salaries	LCFF - Base	14,182
			Noon Duty Supervisors	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	23,460

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>health for students and adults on campus.</p> <ul style="list-style-type: none"> • The campus will be maintained to emphasize safety for all staff and students. • Regular drills will be held to support emergency preparedness. • A detailed emergency plan is in place and all staff members understand their roles in the event of a serious emergency. • Emergency supplies are kept on site and updated on an annual basis. • A detailed Safe School Plan and Safe School Action Plan are in place. • Our school safety committee will meet regularly to discuss safety concerns and develop action plans for ongoing improvement of safety across campus. 						

Planned Improvements in Student Performance

School Goal #4

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA/LCAP Goal 4:
Promote engagement of all parents by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.
SCHOOL GOAL #4:
Sunset Lane will support excellent communication among all members of our school community and within our District and the City of Fullerton. We will also promote the engagement of all parents by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and diverse cultures.
ATSI: We will work collaboratively with parents of students that identify as two or more races and have demonstrated chronic absenteeism, so that we can work together and ensure that students show up to school daily and have access to all of the same educational resources and supports as their peers. We will focus on family engagement and ongoing opportunities for collaboration to ensure that all educational partners know the importance of attendance and are involved in the child's education, use PBIS strategies to create a positive school climate which can help improve attendance rates, provide students with mentors or counselors who can offer support and guidance to help address the underlying issues that are contributing to absenteeism, collaborate with community organizations to provide additional resources and support when needed, and increase incentives and recognition programs for good attendance.
Data Used to Form this Goal:
Sunset Lane utilizes a variety of communication tools within our school community as a means to reach out to our district and community at large. Teachers communicate with students and parents via Google classroom, teacher and school websites, e-mail, phone calls, text messages, SeeSaw, Class Dojo, PeachJar, the school marquee, and Wednesday folders. The principal also sends out weekly updates via e-mail utilizing the Blackboard Connect messaging system. In addition, our school utilizes social media and has ongoing communication with families and the community via Facebook, Twitter, and Instagram.
Findings from the Analysis of this Data:
School communication is a strength at Sunset Lane. Communication with families includes Blackboard Connect messages, website updates, social media, newsletters, e-mails, the use of PeachJar, the school marquee, and Wednesday folders. Communication with students is strong and teachers use a variety of communication tools to keep parents informed of student progress, with the most used platform being Seesaw.
Communication with the school district falls primarily on the school administration and office staff. District to school site contact is done mostly in the form of e-mail, phone call, and/or direct contact. School communication with the larger community is based on social media, advertising, and news article submissions that inform the community and promote school events.

How the School will Evaluate the Progress of this Goal:

Effective communication will be measured by the district-wide annual survey and feedback from parent groups such as ELAC, SSC, PTA, Foundation, and Team Seahawk.

ATSI:
Attendance data will be reviewed monthly to determine next steps to support students with attendance concerns that identify as two or more races.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Supporting School to Home Communication</p> <ul style="list-style-type: none"> School administration and classroom teachers will establish positive communication throughout the school year. Information will be disseminated to families describing school programs, events, policies, and procedures. (ATSI) The school will communicate via phone, e-mail, newsletter, marquee, and flyers to inform all families of current events, celebrate success, and support academic excellence. (ATSI) Personal phone calls and 	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	Parent Involvement/Support	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,250
			Copier/Printing Costs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000
			Extra Clerical Support	2000-2999: Classified Personnel Salaries	LCFF - Base	2,500
			Materials/Supplies	4000-4999: Books And Supplies	LCFF - Base	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>face to face meetings will ensure that important information is conveyed directly.</p> <ul style="list-style-type: none"> Parents will be informed and have a voice in matters of advocacy for students and families, including contact information when more information is needed. Wednesday folders will be used for the purpose of communicating with families on a weekly basis. 						
<p>Supporting Strong Communication Among School Staff</p> <ul style="list-style-type: none"> Positive communication skills will be promoted among all staff through the use of a variety of communication tools: <p>E-mail</p> <p>Phone</p> <p>Announcements</p> <p>Calendars</p> <p>Weekly Staff Newsletter</p> <p>Meeting Agendas</p>	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	Materials/Supplies	4000-4999: Books And Supplies	LCFF - Base	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Supporting Communication Among Staff and Students</p> <ul style="list-style-type: none"> Teachers will make communication of learning goals and work expectations to students clear. Teachers will promote positive communication and celebrate success. Office staff and administration will be available to students to offer support as needed throughout the school day. Staff to student communication will be made through a variety of communication tools such as e-mail, face to face, and announcements. 	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	Materials/Supplies	4000-4999: Books And Supplies	LCFF - Base	2,500
<p>Supporting Communication Among Students</p> <ul style="list-style-type: none"> Positive communication skills will be promoted through classroom discussions, curricular connections, and one to one conversations. 	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	Materials/Supplies	4000-4999: Books And Supplies	LCFF - Base	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Students will understand the importance of positive communication through social media and demonstrate an understanding of digital citizenship appropriate for grade level and age. Students will demonstrate working toward proficiency in oral and written language communication skills. Support will be provided for students in need and will be available through teachers, the school administrative team, and the school mental health associate. (ATSI) 						
<p>Supporting Communication with the District</p> <ul style="list-style-type: none"> Clear and timely communication between school and District will be accomplished through effective use of e-mail, text, phone, direct contact, social media, the school marquee, and PeachJar. District information will be effectively conveyed to members of staff and 	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	Materials/Supplies	4000-4999: Books And Supplies	LCFF - Base	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>community as is pertinent.</p> <ul style="list-style-type: none"> Sunset Lane will support District events and promote active participation among school community members. Parents will have Sunset Lane's support in coordinating support and advocacy for students and district programs that provide families the support needed. (ATSI) 						
<p>Supporting Communication with the Wider Community</p> <ul style="list-style-type: none"> Sunset Lane will utilize social media (Facebook, Twitter, Instagram) to promote school programs, practices, events and to celebrate success. Sunset Lane will develop a positive working relationship with local news organizations such as the Fullerton Observer. Sunset Lane will practice positive communication with our feeder junior high school, Parks. 	8/14/23 to 5/31/24	Principal, Assistant Principal, Teachers, Support Staff	Materials/Supplies	4000-4999: Books And Supplies	LCFF - Base	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Sunset Lane will participate in community events such as Love Fullerton, the All the Arts Pin Auction, and the Fullerton Education Foundation Toast to Learning Event. 						

Fullerton School Site Budgets and Programs Included in this Plan

PROGRAMS	Funding	Funding Allocations
<p>Local Control Funding Formula (LCFF) – Supplemental Grant / Response to Intervention (302) Purpose: To provide support for targeted subgroups including low income, English learners, foster youth and reclassified students.</p>	X	\$189,827
<p>Local Control Funding Formula (LCFF) – Base Grant / Site Discretionary (304) Purpose: To provide flexibility in the use of state and local funds.</p>	X	\$96,882
<p>Instructional Materials (812) Purpose: To provide funding for instructional materials to support the implementation of the Common Core State Standards.</p>		0
<p>Title I, Part A Schoolwide Program (212) Purpose: To improve basic programs for all educationally disadvantaged students.</p>		N/A
<p>Other State or Federal Program Grants:</p>		

Centralized Support for Planned Improvements in Student Performance

Centralized Services in support of this plan are provided through categorical funds allocated in the Consolidated Application and other sources. The District Office provides a variety of centralized services to sites. These include leadership and support for instructional delivery, policy development and administration, budget development and adherence, distribution of funds, staff development school plan development, and student assessment and program evaluation.

PROGRAMS	Centralized Amount	Description of Specific Services
Federal:		
Title I Part A Schoolwide Programs	N/A	Services include personnel to support the administration of program requirements, academic supports, intervention support, paraprofessionals, substitute costs, parent education and professional development.
Title II Part A Supporting Effective Instruction	\$2286	Services include personnel, instructional materials, substitute costs, and consultant costs to support evidenced-based professional development in the areas of: Response to Intervention, data driven instruction, Induction activities, 21st Century learning, language arts, mathematics, and science and history/social science.
Title III Part A Language Instruction for English Learners	\$467	Services include personnel, instructional materials, substitute costs, and consultant costs to support EL programs in the areas of: student interventions, instructional aide support, parent education, instructional materials, and professional development activities designed to increase language proficiency for students.
Title IV Part A Student Support and Academic Enrichment	\$277	Services include activities related to supporting a well-rounded education, safe and healthy students, and activities related to supporting the effective use of technology.

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	38,456.00
2000-2999: Classified Personnel Salaries	LCFF - Base	2,500.00
4000-4999: Books And Supplies	LCFF - Base	30,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	17,000.00
5900: Communications	LCFF - Base	3,926.00
6000-6999: Capital Outlay	LCFF - Base	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	47,868.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	71,306.00
4000-4999: Books And Supplies	LCFF - Supplemental	32,653.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	27,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	11,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Base	96,882.00
LCFF - Supplemental	189,827.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	86,324.00
2000-2999: Classified Personnel Salaries	73,806.00
4000-4999: Books And Supplies	62,653.00
5000-5999: Services And Other Operating Expenditures	44,000.00
5800: Professional/Consulting Services And Operating Expenditures	11,000.00
5900: Communications	3,926.00
6000-6999: Capital Outlay	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	115,005.00
Goal 2	23,118.00
Goal 3	126,836.00
Goal 4	21,750.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Tracy Gyurina	X				
Jennifer Schaller		X			
Kristin Schleicher		X			
Sarah Spero		X			
Jeannette Kaufman			X		
Ji-Young Choi				X	
Bianca Gomez				X	
Sunjeong Ki				X	
Jennifer Nguyen				X	
Kristin Palomares				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

X English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 7, 2023.

Attested:

Tracy Gyurina

Typed Name of School Principal

Signature of School Principal

Date

Kristen Palomares

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 7, 2023.

Attested:

Tracy Gyurina

Typed Name of School Principal



Signature of School Principal

11/7/23

Date

Kristen Palomares

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/7/23

Date