School Year: 2020-21

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunset High School	37-68346-3737384	10-01-2020	10-15-2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Comprehensive Support and Improvement

Sunset High School was selected for comprehensive support and improvement (CSI) based on 2018 California Dashboard results for low graduation rates.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Sunset completes a needs assessment each year to inform and develop their SPSA. As Sunset is a small school (<150 students), the school team is able to conduct an annual needs assessment with input from all staff as well as students and parents who participate on school site council (SSC). District leadership reviewed results of Sunset's needs assessment and supported a root cause analysis of identified highest priority needs, which included increasing graduation rates. The Sunset team developed a data-driven School Plan for Student Achievement (SPSA) based on the needs identified through this process. The team identified evidence based practices to increase one-year graduation rates as well as improve academic, behavioral, and social-emotional outcomes for all students. Sunset's SPSA goals are aligned with the district's LCAP goals and Sunset utilizes a continuous improvement model to implement, monitor, and annually evaluate the SPSA.

Sunset's SPSA addresses both the academic gaps and social/emotional challenges students face as they strive to meet the graduation requirements set by SDUHSD, while also preparing students for careers or post-secondary educational opportunities.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Sunset High School's SPSA was developed after engaging with a number of Sunset's stakeholders. Sunset gathered the necessary input to develop a plan representative of their unique school population. The principal informed the School Site Council of the SPSA process via email and collected input during an SSC meeting on October 1, 2020. The School Site Council was sent drafts of the proposed school goals prior to the meeting to review at their convenience and respond whenever questions or comments arose. The school's SPSA goals were discussed and approved on October 1, 2020. Throughout the year, each of the ten staff members provided direct input on the sections of the report that impacts their practice, this occurred through Monday's staff meetings, and individual meetings. Individual meetings occurred with the English department chair, the math department chair, the social science department chair, the special education department chair, and the counselor. After the individual meetings, these individuals met with their departments and brought back their needs, feedback and ideas. Information was collected by reviewing data from the California Healthy Kids Survey, California School Dashboard, and Sunset's year-end senior survey. The school focused on Graduation rates, UC/CSU eligibility, dropout rate, CAASPP results, attendance data, discipline data, and the course completion rate.

Analysis of this data, informed the conversations that took place with the SSC and staff, allowing for an ongoing fluid discussion about the needs of the school which led to the development and completion of Sunset SPSA goals and plan. The completed analysis led to additional staffing being allocated to Sunset in order to support student's social emotional needs. During the 2019-20 school year Sunset added a .80 FTE Student Support Specialist position to support the social emotional needs at Sunset and to increase attendance, decrease substance use rates and rates of depression/thoughts of suicide. This position is being provided to help build capacity at Sunset and to remediate SE impacts which have been preventing students from graduating.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Starting in January 2019 when Sunset High School was identified by CDE as eligible for Comprehensive Support and Improvement, SDUHSD provided technical assistance and support to Sunset Continuation High School to develop a data-driven School Plan for Student Achievement (SPSA) and implement evidence based practices to increase one-year graduation rates. Sunset, as with all district schools, completes a needs assessment each year to inform and develop their SPSA. As Sunset is a small school (<150 students), the school team is able to conduct an annual needs assessment with input from all staff as well as students and parents who participate on their School Site Council (SSC). District leadership reviewed results of Sunset's needs assessment and supported a root cause analysis of their identified highest priority needs, which included increasing graduation rates. Additionally, district leadership worked with the Sunset leadership team to conduct an evaluation of Sunset referral practices and policy, evaluated resource inequities which included a review of staffing, course materials, fiscal records, and facilities, reviewed progress monitoring practices to track student's status towards graduation, provided training and professional development for staff on creating and implementing a data-driven SPSA and identifying evidence

based strategies to address site needs, as well as training on effective progress monitoring to ensure full implementation of their SPSA.

Construction began in June of 2019 on a new state-of-the-art facility for Sunset. Sunset had been operating out of portable classrooms for decades. The new facility opened in August of 2020. The new campus will give staff and students opportunities to offer courses that weren't available in the past, such as art and culinary. Additionally, a multi-purpose room will allow for school and community-based events that will promote connectedness.

As a result of this work, SDUHSD did not identify any resource inequities at Sunset. Sunset has experienced teachers, comparable funding to all district schools, adequate and safe facilities, as well as standards aligned instructional materials. Through the needs assessment process, the planning team identified the following evidence based strategies:
a. Refine the district's referral process for placement at Sunset to allow student's sufficient time to remediate credit deficiencies,
b. Developed an alternative graduation track for credit-deficient students that mirrors that graduation tracks at local adult education programs,
c. Partner with local community colleges to develop a preparation course for students to take the General Educational Development Test (GED) or The California High School Proficiency Examination (CHSPE),
d. District team will continue to coach and train counselors from all high schools to ensure practices are in place to identify students who are credit deficient in time for remediation.
e. The Sunset and district team will implement the Tier Two evidence-based actions and services identified above in the 2020-21 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

To increase the one-year graduation rate for students at Sunset.

Identified Need

Based on stakeholder feedback, CA School Dashboard results for Graduation Rate and College/Career Indicator, as well as internal review of UC/CSU eligibility rates, course enrollment data and teachers, administrators and counselors feedback, indicate the need to continue to provide focused actions and services to support student development of college and career readiness skills and increase graduation rates for all students. Based on student feedback during advisory period, students need targeted executive functioning and organizational support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
One-year graduation rate	2018-19 one-year graduation rate = 57.9%	Increase one-year graduation rate to a two-year average of 68% or better. Yearly increase in number of courses completed.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Sunset team will work with counselors and administrators at all SDUHSD schools to implement the revised Sunset referral process with fidelity. Principal and counselor will identify criteria and profiles to enroll students from other schools in a more timely manner, giving Sunset the time needed to get the students on track to graduate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Develop alternative graduation track for credit-deficient students that mirrors the alternative tracks at local adult education programs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,000	Comprehensive Support and Improvement (CSI)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Offer an Academic Survival course to help students develop the organizational skills, executive functioning skills, and targeted academic skills they need to be successful in their core content classes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16,000	Comprehensive Support and Improvement (CSI)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Refine and enhance our current assessment practices and data collection systems to evaluate programs and services at Sunset.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

| 25,000 | Comprehensive Support and Improvement (CSI) |

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

On March 13, 2020, all SDUHSD schools were closed to prevent the spread of COVID-19. Education shifted drastically after this as SDUHSD implemented a Distance Learning Plan which continued through the end of the
2019-20 school year. As part of the school closure and subsequent distance learning plan, students did not receive as consistent instruction as when in person. Teachers were asked to provide students with Essential Learning Objectives up to 50-60% of normal during this time. All state assessments were canceled so there is no CAASPP data for the 2019-20 school year for comparison.

During the 2019-20 school year, the Sunset staff engaged in a variety of strategies aimed to increase the graduation rate. The SPSA goals and strategic plan were implemented with fidelity. Growth was seen in some internal measures. However, many of the students that arrive at Sunset are credit-deficient and far below grade level and state indicators do not show the growth that occurs during their time at Sunset. In addition, students generally are not at Sunset for extended periods of time, so long-term growth is difficult to collect or notice. Although steps were taken to implement evidence based practices and to complete all the above strategies with fidelity in this plan, continued implementation was interrupted by the closing of schools on March 13 due to the COVID-19 pandemic.

A new Sunset referral form was created and shared with administrators and counselors from the other high schools. The new form allowed administrators and counselors from the other schools to provide input regarding prospective students and to analyze each individual case to determine whether or not a placement change to Sunset was appropriate. The Academic Survival course was well-received by teachers and students and participation was positive. During the 2020-21 school year, CSI funding will be used to support school-wide professional development and materials focused on Universal Design for Learning and Differentiated Instruction, and strategies/programs to ensure all Sunset teachers are providing needed supports to the wide-variety of learning needs in their classrooms.

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

There were no significant differences although the closure of school as a result of the COVID-19 pandemic resulted in limited opportunities to implement activities related to this goal. Sunset's learning schedule and calendars were developed collaboratively with all other high school administrators and site personnel to provide structure and consistency across the district. As the

school year develops, supports and interventions will be developed and implemented to support students in academics and social-emotional learning. Since this is a developing situation, goals written for the 2020-21 school year will be established for on-campus learning then adapted as needed for the distance learning environment. In the distance learning environment, please note classes are conducted online using Google Classroom as the main platform. Intervention and supports will be conducted online initially and then in person as health and safety guidelines allow.

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

Based on review of the 2019-20 goal and current data analysis, the Sunset SPSA Goal #1 will be continued into the 2020-21 school year (Goal 1, Strategy/Activity 1-4).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

To increase student performance in Math and ELA (English Language Arts) on the state SBAC test.

Identified Need

Comparing Sunset's SBAC scores to SDUHSD, San Diego County and State of California, there is a need for Sunset to address evident achievement gaps for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP: Percent of students who score in the Standard/Met/Exceeded range in Math and English.	2019 scores indicate 54% of students scored in the Standard Met or Exceeded range in English. 2019 CAASPP scores indicate 8.69% of students scored in the Standard Met or Exceeded range in Math.	Increase SBAC scores in both English and Math by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Design a math support class for students performing below grade level in math.
a. Students will be identified for enrollment through a review of multiple measures including: SBAC scores, grades, and teacher recommendations.
b. Identify individual student's math skills for remediation and address through differentiation and targeted instruction. Support grade level math courses through re-teaching and differentiating lessons.
c. Create lessons and mini-courses to deliver to all students prior to SBAC to provide all students additional preparation.
d. Research, write, prepare, and design the course.
e. Purchase the necessary resources: projectors, technology, licenses, teacher resources, noise-cancelling headphones, testing resources, and hand-held graphic calculators.
f. Explore possibility of using Freckle to supplement math-support classes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

10,000	Comprehensive Support and Improvement (CSI)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students' SBAC assessment results and college placement results indicate a need to augment the English curriculum in regards to expository reading and writing.
a. English teachers will attend the Expository Reading and Writing Course and ELA Advanced Study four-day Workshop offered by California State Universities.
b. Based on what they learn, teachers will augment their curriculum and identify strategies to assist students in greater success on the SBAC, college placement exams, and their current and future courses.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

5,000	Comprehensive Support and Improvement (CSI)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide curriculum, courses and resources to allow all students to access the English content, allowing for less time to get through courses with greater success.
a) Teachers to provide accessible and higher interest novels and reading choices. This will include supportive materials and new units to connect to state standards and state testing.
b) Sunset to reinstate the academic literacy elective to meet the needs of second language students. This allows for an additional elective that provides the necessary support for students to access mainstream English courses.
c) Classrooms to increase student success and engagement. Through creating reading and writing stations, students will be able to complete their work in environments designed for their current academic focus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,884	Comprehensive Support and Improvement (CSI)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will identify a yearly growth target, in addition to SBAC scores in order to monitor growth. Teachers will monitor student progress towards mastery of grade-level math skills.
a. Teachers will develop additional assessments to monitor student growth.
b. Utilize the weekly advisement period to allow time to meet with students to review and discuss progress and areas of strength and concern.
c. Utilize weekly staff meetings for regular collaboration between teachers to monitor students progress in math and discuss methods to increase student success.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

On March 13, 2020, all SDUHSD schools were closed to prevent the spread of COVID-19. Education shifted drastically after this as SDUHSD implemented a Distance Learning Plan which continued through the end of the 2019-20 school year. As part of the school closure and subsequent distance learning plan, students did not receive as consistent instruction as when in person. Teachers were asked to provide students with Essential Learning Objectives up to 50-60% of normal during this time. All state assessments were canceled so there is no CAASPP data for the 2019-20 school year for comparison.

Math support class was created and teachers witnessed successful, albeit limited, growth. Review of last year's data indicated that some progress was made, however, more extensive efforts are needed to ensure students are successful in obtaining math skills.

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

There were no significant differences although the closure of school as a result of the COVID-19 pandemic resulted in limited opportunities to implement activities related to this goal. Sunset's learning schedule and calendars were developed collaboratively with all other high school administrators and site personnel to provide structure and consistency across the district. As the school year develops, supports and interventions will be developed and implemented to support students in academics and social-emotional learning. Since this is a developing situation, goals written for the 2020-21 school year will be established for on-campus learning then adapted as needed for the distance learning environment. In the distance learning environment, please note classes are conducted online using Google Classroom as the main platform. Intervention and supports will be conducted online initially and then in-person as health and safety guidelines allow. Funds allocated for this goal in 2019-20 were not used due to school closures related to the COVID-19 pandemic. During 2020-21, once schools fully reopen, we will use the funds to ensure students are successful in obtaining certain math skills.

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

Based on review of the 2019-20 goal and current data analysis, the Sunset SPSA Goal #2 will be continued into the 2020-21 school year (Goal 2, Strategy/Activity 1-4).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

To increase the percentage of students who feel connected at Sunset.

Identified Need

Based on student/parent intake meetings with the principal, the number of students on the Student Support Specialist's caseload, the number of students with attendance issues, and the data collected by the California Healthy Kids Survey and Sunset end-of-year survey, Sunset recognizes that many of its students are faced with social and emotional challenges. Research indicates that increased student engagement and sense of safety improves student attendance and academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey and Sunset end-of-year survey.	California Healthy Kids Survey results show an average of 56% of students reporting "agree" or "strongly agree" regarding school connectedness.	Sunset wants more students feeling connected at our school. Based on our local climate survey we would like to see a 4% increase to 60% of our students who report "agree" or "strongly agree" regarding school connectedness.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Add additional elective courses to engage students in courses that help them meet their college entrance requirements, allow them to learn a career/trade, or give them credits for exploring careers of interest. This includes researching, creating, and implementing courses in career-technical education, foreign language, and internship.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9,000

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide access to a College and Career Center for students to learn about colleges and careers and have access to necessary resources to aid in the college application process, resume building, and career exploration.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

21,236

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff development to gain new ideas of how to better meet the needs of all students. Staff development will also keep the staff updated on the changes in continuation education and will also allow staff members to have access to other continuation schools and their teachers. These staff development opportunities are:
a. Visiting model alternative/continuation schools
b. Attending the annual California Continuation Education Annual Conference
c. Trauma-Informed Practices and At-Risk for High School professional development

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,000

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Construction of new facility has been completed for the start of the 2020-21 school year. This will provide students with opportunities to engage in newly offered courses and activities. It will also help to build a sense of pride for the school community and support popular elective classes. Art and Film are classes that students enjoy taking and more opportunities should be provided to allow for greater student success. Movie stations should be created to allow students to watch films without being distracted or distracting others. Adding movie players, headphones, dividers to block light, will allow students to get through the course. An Art Push-in program where working artists are contracted to come in and give workshops on their specialties to give students and the teacher greater access to relevant and local art occurring in our society. Most students at Sunset take Art. It is a course that allows students time and space to be introspective and connect with themselves as well as other artists. CSI funding will be used to purchase supplemental materials.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

On March 13, 2020, all SDUHSD schools were closed to prevent the spread of COVID-19. Education shifted drastically after this as SDUHSD implemented a Distance Learning Plan which continued through the end of the 2019-20 school year. As part of the school closure and subsequent distance learning plan, students did not receive as consistent instruction as when in person. Teachers were asked to provide students with Essential Learning Objectives up to 50-60% of normal during this time. All state assessments were canceled so there is no CAASPP data for the 2019-20 school year for comparison.

Due the closing of school in response to the COVID-19 pandemic, we were unable to fully develop a new College and Career Center. As school has slowly opened up to targeted groups of students and as we move into our new facility, we will be able to complete this process.

Data analysis of the California Healthy Kids Survey indicates we need to increase the percentage of students who feel connected at Sunset.

During the 2019-20 school year, Sunset piloted Thrively as a career exploration tool. Unfortunately, due to the COVID-19 pandemic and school closing, we were were unable to fully implement Thrively. We will continue to use Thrively once school is fully reopened.

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

There were no significant differences although the closure of school as a result of the COVID-19 pandemic resulted in limited opportunities to implement activities related to this goal. Sunset's learning schedule and calendars were developed collaboratively with all other high school administrators and site personnel to provide structure and consistency across the district. As the school year develops, supports and interventions will be developed and implemented to support students in academics and social-emotional learning. Since this is a developing situation, goals written for the 2020-21 school year will be established for on-campus learning then adapted as needed for the distance learning environment. In the distance learning environment, please note classes are conducted online using Google Classroom as the main platform. Intervention and supports will be conducted online initially and then in person as health and safety guidelines allow. Funds allocated for this goal in 2019-20 were not used due to school closures related to the COVID-19 pandemic. CSI funding will be used to continue to provide professional development for all Sunset teachers. Once school is fully reopened, we will use these funds to initiate the professional development opportunities.

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

Based on review of the 2019-20 goal and current data analysis, the Sunset SPSA Goal #3 will be continued into the 2020-21 school year (Goal 3, Strategy/Activity 1-4).

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$156,120.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$156,120.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$156,120.00

Subtotal of additional federal funds included for this school: $156,120.00

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

State or Local Programs	Allocation ($)
None Specified	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $156,120.00

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.