The Single Plan for Student Achievement

Sundown Elementary
School Name

19-65102-6111520
CDS Code

Date of this revision: 5/31/18

The Single 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:

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Westside Union Elementary School District
School District

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The District Governing Board approved this revision of the School Plan on June 5, 2018.

II. School Vision and Mission

Mission Statement - Sundown Elementary School is a learning community that nurtures and celebrates excellence. Sundown Elementary School fosters a positive collaborative culture and learning community where students are expected to master the California State Standards and the transition to Common Core. Success is measured through continuous multiple assessments, evaluation of the assessment data, and reflective dialogue among our professional colleagues leading to the refinement of research based teaching strategies and interventions to reach all learners. Our students are accountable for the opportunities that they are provided to master the curriculum and are encouraged to feel safe enough to risk, grow, and achieve success as an educated, responsible, and caring member of society.

III. School Profile

Description of the School

Sundown School serves about 1000 students in grades TK through six. Our school is now into its 23rd full year.

Our school is participating in the School Improvement, Title I programs, Title II and Title III programs. The projects provide funds for materials, equipment, and most importantly, will provide for professional development to meet the needs of our identified students. The largest portion of Title I funds will be allocated for the provision of professional development.
Description of Base Program

The district provides the following:
1. One teacher for every 30 students in K-3 and one teacher for every 32-33 students in 4-6.
School demographic data
Student Enrollment by Group (as of School Year 2017-18)
Student Percent of Group Total Enrollment

Black or African American   17.3 %

American Indian or Alaska Native   .2%

Asian   2.2%

Filipino   2%

Hispanic or Latino   47.5%

Native Hawaiian or Pacific Islander   .009%

White   33%

Two or More Races   3%

Socioeconomically Disadvantaged   48.1%

English Learners   6%

Students with Disabilities   17%

Foster Youth   3.5%

2. Textbooks as follows:

Language Arts   Houghton/Mifflin: K-5 & McDougal Littell: 6
Math   Houghton Mifflin: K-2 & Harcourt: 3-5
Science K-6 Scott Foresman
Social Studies   K – 5th – Harcourt
6th - McDougal Littell

3. Instructional day lasts from 7:45 am to 1:55 pm for all grade levels.
4. Playground supervisors and/or instructional aides are assigned to cover morning arrival of students and all morning recesses and lunch times.
5. This school's library is open during school hours and is staffed by district paid library clerks (and supervised by credentialed teachers.) The Kindergarten through 6th grade classes visit the library for 30 minutes twice per week.
6. Students in grades K-3rd are provided 45 minutes of computer lab time each week with an aide and students in grades

4th-6th work for 45 minutes once a week without an aide. Students can rotate through other times as a class.

7. All students in grades K-6 participate in a formal PE program for 90 minutes each week. The program is determined by District and facilitated by credentialed teacher. Teachers provide the extra 20 minutes to maintain state PE time requirements.

8. The Educational Services Facility (ESF), located next to Quartz Hill Elementary School, is open 40 hours per week. Teachers, aides and parents can use the facility to make instructional materials.

9. The district offers an instrumental music program for grades 5-8.

10. In addition to textbooks, the school is allocated money per student per year for instructional supplies.

11. Classified staff assigned to the school include: secretary, school clerk, general clerk, library clerks, instructional assistants I and instructional assistants II, and custodians.

12. The equipment budget is centralized at the district office. As needs are determined, requests for new or replacement equipment are made.

13. The cafeteria program operates from a centralized kitchen.

14. Maintenance and grounds are centralized at the district level; assignments are made to schools as the needs arise.

15. The district participates in a joint powers agreement for transportation of students.

16. The district sponsors professional development opportunities each year for all certificated and most classified staff.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)
Review of current year and prior years:
CAASPP test data.
District benchmark reports.
Retention numbers.
Student GPA / report cards.
Attendance numbers.
Student discipline reports.
Site safety reports.

B. Analysis of Current Instructional Program (See Appendix B)
The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:
Math, language arts, reading, science, and history curriculum, instruction and materials are directly aligned to district and state standards. Instruction is delivered based on the California State Standards.

2. Availability of standards-based instructional materials appropriate to all student groups:
Instructional materials used in the classrooms in math, language arts, science and social studies are common core-based and used by all student groupings. Lesson planning is based on the standards, which can be found either in the teacher's plan book, in the text or posted in the classroom.

3. Alignment of staff development to standards, assessed student performance and professional needs:
Staff members have the opportunity to attend staff development to address the alignment of standards, assessment of student performance, and professional needs. New Teacher Induction provides support and instruction for beginning teachers. School site meeting time is used to analyze specific site and grade level issues. The site works to provide release time for teachers for observation and collaboration as well as onsite training. Administrative training is offered to administrators and teachers to provide help in interpreting CAASPP and benchmark results and using those results to plan instruction.

4. Services provided by the regular program to enable under performing students to meet standards:
The site offers many opportunities for under-performing students to meet the standards in the regular program. This includes instruction, which is driven by the standards in all classrooms. Teachers have identified and discussed performance plans for under performing students in their classrooms. These will be monitored and adapted at different times during the year. Under-performing students will have the opportunity to get assistance by classroom aides, or work with various site level programs (depending on grade level and need). Some staff hold lunchtime and after hours "study halls" or additional tutoring for their students.

5. Services provided by categorical funds to enable under performing students to meet standards:
Services provided by categorical funding to enable under performing students to meet the standards include: use of the district psychologist to provide data, which drives the school's testing analysis for improvement, aide time for direct assistance to under performing students, programs directed specifically at intensive, small group instruction to assist with reading, use of computer based programs such as Fast ForWord to increase reading development, etc.

6. Use of state and local assessments to modify instruction and improve student achievement:
Assessment data is the driving force in generating instruction in all classrooms. All teachers are involved in looking at assessment data and developing an improvement plan. These improvement plans are submitted and reviewed with the teacher's goals and objectives. Expenditures are related to improving student achievement based on findings in data. Teachers regularly discuss standards and student performance at grade level meetings to ensure that students are mastering grade level standards.

7. Number and percentage of teachers in academic areas experiencing low student performance:
Teachers focus their goals and objectives towards the whole class, using data from the state testing and data derived by different assessments done at a site/district level. They also analyze this data to determine sub-group levels and develop plans to meet the needs of those groups.

8. Family, school, district and community resources available to assist these students:

Low performing students are provided assistance in a variety of ways. Parent-teacher conferences provide recommendations for parents to further their children's academic success and to address behavioral concerns in the classroom. Homework may be accommodated (or modified based on an IEP) to meet students' needs. Parent volunteers work one-on-one or with small groups to assist students experiencing difficulties. The school provides helpful information to parents through email, phone, website, and paper notifications. The student handbook and first day packet provide parents information on available programs for at risk students. Grade level meetings are held regularly to discuss strategies to assist low performing students. The district provides information at parent meetings, including the District Advisory Committee, for parents to access help for their children in school. The District has provided on-going parent education workshops; funded by Title I monies. These workshops, presented by District teachers, have aimed to provide strategies, which will ensure success for all students at years' end. The School Site Council (SSC) at each site, composed of school and community members, distributes the school's resources based on the needs as outlined in the school plan. Principals are provided information in the form of sharing, flyers, and training at Principal's meetings and administrative sessions. W.A.V.E., Westside's educational foundation, provides grant monies for schools and teachers to supplement the programs provided at each school. An after school program offered by the city of Lancaster - Fun Center - provides time and assistance for students to complete homework prior to being picked up by a parent. YMCA also offers this service at Sundown. Community organizations such as the Boy and Girl Scouts and sports groups provide outlets for students who may need the modeling provided by appropriate organizations in the community. Tutoring and intersession schools are available to at-risk students. GATE advisory meetings are held to gain input and recommendations about the GATE program. English Language Advisory Council (ELAC) meetings are held to gain input from parents of English Language Learners.

V. Description of Barriers and Related School Goals

Like all schools and districts, there are barriers to improvements in student achievement. In our community, one of the challenges our schools face is the commuting time for many of our parents. Many of the parents commute long distances to jobs in the Los Angeles area. This means that they are gone for long periods of the day and have only a little time left over to participate in the education of their children and to volunteer in the schools. There is also a majority portion of our schools' population who face economic barriers. This means that at given times during the school year, there are larger concerns on the minds of some families than the educational process. Additionally, the number of foster students. This presents unique challenges in the fact that students enter at different levels, and transition from one school to another can cause great anxiety, in addition to gaps in knowledge.

Limitations of the current program to enable underperforming students to meet standards:
The effectiveness of the current instructional program would be enhanced by:
- Knowledge of the California state-adopted frameworks and standards Use of assessment data to guide and inform instruction.
- Interventions for students achieving below the "met" or "exceeds" level of performance on assessments
- Differentiation of instruction, particularly for ELL, students with disabilities, foster, socioeconomically disadvantaged, and at-risk students
- English Language Development (ELD) for all English Language Learner students
- Implementation of STEAM learning through Project Based Learning, integrated curriculum, and incorporating state standards which emphasize the four Cs of critical thinking, collaboration, communication, and creativity.
- Inclusion of special needs students into the general education environment
- Implementation of Boys' Town and school disciplinary practices that are instructional, reflective and restorative
- Vertical articulation of curriculum from one grade level to the next
- Well-developed parent education program that familiarizes parents with the state standards and provides ways that parents can support the instructional program
- Effective use of technology to support the instructional program and to facilitate the analysis of assessment data
- Maximizing instructional time
- Equity goals for all students to achieve to their potential
- See also school goals aligned with the district's LCAP
- Consistent grading practices that are based on standards

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic growth targets and grade level expectations. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL #1
(Based on conclusions from Analysis of Program Components and Student Data pages)
GOAL #1 Improving student Achievement through Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.

Student groups and grade levels to participate in this goal: All students with a focus on: ELL, SPED, Title I, Foster, At-risk, socio-economically disadvantaged, and homeless students.	**What data did you use to develop this goal.?** State assessment results, ELPAC scores, classroom grades, district assessments, and classroom observations.
What were the findings from the analysis of this data? 45.93% of 3rd grade, 35.07% of 4th grade, 38.52% of 5th grade, and 32.39% of 6th grade students did not meet standards on the CAASPP test in English Language Arts. 22.96% of 3rd grade, 22.39% of 4th grade, 25.93% of 5th grade, and 30.99% of 6th grade students nearly met standards on the CAASPP test in English Language Arts. 34.81% of 3rd grade, 29.10% of 4th grade, 72.59% of 5th grade, and 44.37% of 6th grade students did not meet standards on the CAASPP test in Mathematics. 34.07% of 3rd grade, 38.81% of 4th grade, 20.00% of 5th grade, and 38.73% of 6th grade students nearly met standards on the CAASPP test in mathematics.	**How will the school evaluate progress made toward achieving this goal?** The Sundown site goal is to achieve a minimum of 3% improvement in scores for all students overall and for all subgroups as compared to 2017-2018 scores. 3% of students at each performance level will move to a higher performance level in English Language Arts and Mathematics on the state test (CAASPP). Group data needed to measure academic gains: CAASPP scores, state dashboard reports, state five by five reports, district and school performance assessments, informal assessment data, program reports

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
1. Alignment of instruction with content California State Standards: 1) Full implementation of the district approved core curriculum and with an emphasis on the 4 c's (critical thinking, communication, collaboration, and creativity) of the California State Standards 2) Adherence to district curriculum map in all classrooms 3) Adherence to instructional time recommendation in reading/language arts and ELD 4) Post clearly stated, measurable student learning objectives that align with the standard/s being taught in every classroom. 5) Maximize and monitor instructional time in the areas of: transitions, start of day activities, active engagement of students, and effective use of instructional aides. 6) Meet in Professional Learning Communities (PLC's) to analyze data, analyze student work, review standards, pacing plans, curricular materials, and instructional strategies. 7) Regular analysis of ELL student work to ensure progress toward mastery of ELD and academic content standards for ELA.	1-7) 8/8/2018- 6/9/2019	1) CA State Standards Curriculum 2-7) Staff collaboration Time and Professional Development	1) $5,000 2-7) $3,000	1)LCFF 2-7) Title I

SCHOOL GOAL #1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
2. Increased Educational Opportunity and Access to Technology: 1) Effectively integrate and implement Universal Access time to meet the needs of subgroups and all students not meeting proficiency of standards as determined by data analysis. 2) Implement inclusion model to provide services for students with disabilities. 3) Purchase technology for classroom instructional use which supports research based best practices including reading at grade level by the end of 3rd grade. 4) Provide additional access to computer based instruction including use of AVID strategies, research, Project- based learning, and online resources that support the 4 Cs of the Common Core for grades 4th-6th through a designated computer lab and/ or Classroom technology. 5) Fast ForWord intervention for targets and data analysis for at risk or subgroups.	1-5) 8/8/2018- 6/9/2019	1) staff development/planning 2) staff development/planning 3) technology purchase 4) technology and support 5) Staff, teacher, technology, training.	1) $1,000 2) $2,000 3) $5,000 4) $5,000/$1,000 5) $5,000/$2,000	1) Title I 2) Title I 3) URGF/Title I 4) Title I 5) District/ Title I
3. Enrich educational experiences: 1) Provide opportunities for students to participate in competitions such as Mathletes, Science Olympiad, Knowledge Masters, as funding is available. 2) Provide enriched educational experiences to GATE and all students by going on field trips and/or participating in educational assemblies and activities. 3) Provide opportunities for students to experience leadership roles through participation in Random act of Kindness Club and Ambassadors or other student clubs 4) Provide opportunities/materials to supplement Science/Social Studies curriculum.	1-4) 8/8/2018- 6/9/2019	1) stipends, registration fees (as funds become available) 2) transportation, admission fees (as funds become available) 3) stipends, supplies (as funds become available) 4) supplies	1) TBD 2) TBD 3) TBD 4) $2,000/$1,000	1)District LCFF/Title I 2)District LCFF 3)District LCFF/Title III 4) District/LCFF
4. Auxiliary services for students and parents: 1) When necessary, students are referred to R.T.I. and/or Child Study Team for creation of Behavior Contracts, 504 Plans, or modification of IEPs. 2) 6th grade orientation activities with Joe Walker and Del Sur. 3) Counseling and student groups led by the counselor. 4) Alternative Detention Strategies and Resources/ Maker Space	1-4) 8/8/2018- 6/9/2019	1) N/C 2) Busses (as needed) 3) Counselor 4) Materials and supplemental resources	1) N/C 2)$1,000 3) NC 4) $2,000	1) N/C 2)Grants/PTA 3) District 4) Title I

SCHOOL GOAL #1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
5. Monitoring program implementation and results: 1) Safe & Drug Free School Survey 2) Healthy Child Survey 3) Discipline/Suspension Records 4) Number of students honored	1-5) 8/8/2018- 6/9/2019	1) N/C 2) N/C 3) N/C 4) N/C	1) N/C 2) N/C 3) N/C 4) N/C	1) N/C 2) N/C 3) N/C 4) N/C

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2
(Based on conclusions from Analysis of Program Components and Student Data pages)
GOAL #2 for Improving Student Achievement through Access for All: Provide all students access to a high quality instructional program and the research-based supports necessary for them to engage fully with the program.

Student groups and grade levels to participate in this goal:	What data did you use to develop this goal.?
All students with a focus on: ELL, SPED, Title I, Foster, At-risk, socio-economically disadvantaged, and homeless students.	State assessment results, ELPAC scores, classroom grades, district assessments, and classroom observations.
What were the findings from the analysis of this data? 45.93% of 3rd grade, 35.07% of 4th grade, 38.52% of 5th grade, and 32.39% of 6th grade students did not meet standards on the CAASPP test in English Language Arts. 22.96% of 3rd grade, 22.39% of 4th grade, 25.93% of 5th grade, and 30.99% of 6th grade students nearly met standards on the CAASPP test in English Language Arts. 34.81% of 3rd grade, 29.10% of 4th grade, 72.59% of 5th grade, and 44.37% of 6th grade students did not meet standards on the CAASPP test in Mathematics. 34.07% of 3rd grade, 38.81% of 4th grade, 20.00% of 5th grade, and 38.73% of 6th grade students nearly met standards on the CAASPP test in mathematics.	**How will the school evaluate progress made toward achieving this goal?** Sundown site goal is to achieve a minimum of 3% improvement in scores for all students overall and for all subgroups as compared to 2017-2018 scores. 3% of students at each performance level will move to a higher performance level in English Language Arts and Mathematics on the state test (CAASPP). Group data needed to measure academic gains: CAASPP scores, state dashboard reports, state five by five reports, district and school performance assessments, informal assessment data, program reports.

SCHOOL GOAL #2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
1. Improvement of Instructional Strategies and Materials: 1) Analyze student work and data to ensure progress toward mastery of essential standards. Meet regularly in PLCs to analyze data and modify instructional strategies to improve student achievement. Provide quarterly release days to analyze data, plan instruction and targeted interventions. ½ days for each grade level team are recommended. 2) Focus on increasing active student engagement in all classrooms by providing staff development on AVID, TESS, the 4 C's of the Common Core and other research based best practices. 3) Collaboration to improve instructional strategies and research based best practices that support delivery of instruction of essential core standards in reading, writing, and math with a focus on critical thinking, non-fiction text and expository writing across the curriculum, in grades K-6. 4) Focus on academic language (tier II and tier III vocabulary) and critical thinking strategies. 5) Develop a long range research based intervention plan with flexible grouping at least two times per week focused on grade levels and subgroups of greatest need as determined by staff data analysis. 6) Use of instructional assistants and/or reading coach to provide push-in support and/or research based interventions for foundational reading and writing skills, and vocabulary development in primary grade levels. 7) Cluster ELL students by CELDT levels with no more than two levels/class. 8) Provide all ELL students support to access to the core curriculum through the use of SDAIE strategies, development of academic language,Fast ForWord, and interventions as needed.	1-8) 8/8/2018- 6/9/2019	1) Staff development/release time 2)Staff Development 3) Staff development 4) duplicating 5) release time for planning & program development 6) Staff salaries 7) None 8) None	1) $5,000 2) $5,000 3) $2,000 4) NC 5) $1500 6) $40,000 7) NC 8) NC	1)Title I 2) Title I 3) Title I 4) NC 5)Title I 6) Title I 7) NA 8) NA
2. Extended Learning Time: 1) Students not meeting proficiency targets in grades 1-6 will be recommended for extended learning opportunities when possible. This may include tutoring and homework help during recesses, after school, and Saturday School. 2) Use of instructional assistant to provide ELL students with additional academic language support in small groups. (2a) Additional time for ELL assistants to provide translations during school hours, before/after school and during school events (20 hours). 3) ELL parents and students will have access to Latino Literacy Family Stories Program. 4) Summer School enrichment and remediation opportunities.	1-4) 8/8/2018- 6/9/2019	1) teacher/assistants' salaries 2) bilingual aide salary 3) salaries for 1 teacher facilitator/1 translator/childcare, materials, supplies 4) Teachers, Administrators, staff.	1) $2500/$2,000 2) $27,000 3) $2500/$1,000 4) $10,000	1)District LCFF/Title I 2)District LCFF 3)District LCFF/Title III 4) District LCFF

SCHOOL GOAL #2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
3. Staff Development and Collaboration: 1) Provide ongoing PD during staff meetings and Institute training in reading/writing/language arts research based best practices; active student engagement including; learning objectives; differentiated instruction; critical thinking; interventions; AVID; SDAIE/ELL/ELD, Thinking Maps And implementation of common core standards. 2) Participate in regularly scheduled site and district grade level meetings for articulation, collaboration on research based best practices for instruction including subgroups, and data analysis. 3) Beginning teachers are supported with observation days, New teacher training programs and instrucitonal support providers, or instructional coaches. 4) Assistants who work within a school intervention program will have opportunities to attend staff development in helping students meet proficiency of language standards (as it is available at the site). 5) Attend district training in the areas of: common core standards, AVID, whole brain teaching, and district areas of focus (objectives/engagement/implementation of the common core) 6) Development and implementation of an intervention program (RTI Model pyramid) including teacher collaboration and data analysis in professional learning communities to strengthen instructional practice while addressing the needs of all students, particularly those subgroups who are not meeting proficiency targets.	1-6) 8/8/2018- 6/9/2019	1) staff development,meeting time/Materials 2) staff development, meeting time 3) district New Teacher Induction 4) assistants' salaries 5) district staff Development 6) collaboration time, professional development, materials, and release time	1) $2,000/ TBD 2) NC 3) NC 4) TBD as funding is available 5) NC 6) $2,000	1) Title I/District LCFF 2) District LCFF 3) NA 4)District LCFF 5) NC 6)Title I
4. Monitoring Program Implementation and Results: 1) Analysis of State Assessment data and results to monitor whether yearly goals for student achievement are met and develop grade level action plans for increased student achievement for grades 3-6. 2) Analysis of district performance assessment data, common grade level assessment data, and student work on an ongoing basis with results used to adjust instructional strategies and provide interventions to improve student achievement. Illuminate reports may used to guide data analysis for all grade levels. 3) Monitor full implementation of curriculum maps and the California Standards instructional program as defined by the District.	1-3) 8/8/2018- 6/9/2019	1) staff/grade level meeting time 2) staff/grade level meeting time; duplicating of Illuminate and other data reports as needed 3) None	1) $1,000 2 $500 3) NC	1) Title I 2) Title I 3) NA

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
5. Improve effectiveness of content area programs and increase achievement for all students by: 1) Provide professional development for staff members to support the full implementation of the common core curriculum as defined by the district. 2) Teacher participation in district and site staff development in active student engagement, learning objectives, checking for understanding, critical thinking, AVID, Whole Brain teaching, the 4 Cs of the Common Core, and other research based best practices. 3) Teacher training and coaching in TESS brain based instructional design. 4) Implementation of an intervention program (RTI model pyramid) including teacher collaboration in professional learning communities to strengthen instructional practice and address the needs of all students, particularly those subgroups who are not meeting proficiency targets. 5) AVID training for teachers in grades 4th-6th at Summer Institute 6) Teacher and administrator attendance and participation in professional development which focuses on equity goals through: • Research based best practices for implementing common core standards • Writing • Use of data to guide instruction • Differentiation • Equitable and universal access • Academic language • Critical thinking 7) Teacher exchange of information from workshops, in-services, and professional readings at meetings. 8) Boy's Town Training and school climate program implementation.	1-8) 8/8/2018- 6/9/2019	1) district meetings 2) site and district meetings 3) presenter, coaching rounds, release time 4) collaboration time 5) cost of training 6) contingent on funding 7) professional reading material and resources 8) Staff development and training	1) NC 2) NC 3) $5,500 4) NC 5)TBD (as funds are available) 6) $2000 7) $500 8) $500	1) NA 2) NA 3) District LCFF 4) NA 5) LCFF District 6) Title I 7)Title I 8) District

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) GOAL #3 for Improving Student Achievement through Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.	
Student groups and grade levels to participate in this goal: All students with a focus on socioeconomically disadvantaged, English language learner, foster and homeless youth	**What data did you use to develop this goal.?** California state dashboard reports, state 5x5 reports, site discipline and attendance data, California Healthy Kids Survey results.

What were the findings from the analysis of this data?	How will the school evaluate progress made toward achieving this goal?
Our pupil suspension rate for 2016-2017 was 25 suspension incidents. For 2015-16, a suspension rate of 30 incidents. 2016-17. Student attendance for 2016-17 was 95.86% and 2015-16 was 96.12% Suspension rates 2016-17: All Students Declined -0.3% English Learners Increased +0.4% Foster Youth Declined Significantly -7.6% Homeless Declined Significantly -1.5% Socioeconomically Disadvantaged Declined -0.3% Students with Disabilities Declined -0.6% African American Declined -0.7% Hispanic Declined -0.6% White Increased +0.3% 45.93% of 3rd grade, 35.07% of 4th grade, 38.52% of 5th grade, and 32.39% of 6th grade students did not meet standards on the CAASPP test in English Language Arts. 22.96% of 3rd grade, 22.39% of 4th grade, 25.93% of 5th grade, and 30.99% of 6th grade students nearly met standards on the CAASPP test in English Language Arts. 34.81% of 3rd grade, 29.10% of 4th grade, 72.59% of 5th grade, and 44.37% of 6th grade students did not meet standards on the CAASPP test in Mathematics. 34.07% of 3rd grade, 38.81% of 4th grade, 20.00% of 5th grade, and 38.73% of 6th grade students nearly met standards on the CAASPP test in mathematics.	Suspension rates for all students will decrease and show decrease by moving forward into the next level on the 5x5 matrix for all students with a focus on African American, socioeconomically disadvantaged, ELL, students with disabilities, and foster and homeless youth. Reduce daily discipline referrals for all students with a focus on African American, socioeconomically disadvantaged, ELL, students with disabilities, and foster and homeless youth by 5%. Attendance rates (ADA) will increase school wide by 1%. Group data needed to measure academic gains: Attendance and Discipline reports from Power School Results of California Healthy Kids Survey (CHKS)

SCHOOL GOAL #3

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. Promote Effective Parent Involvement in School: 1) Provide timely home-school communication through: • district website • School Messenger • Power school • Monday Messages • School Accountability Report Card 2) Ensure that parents are informed of their student/s academic progress through: • PowerSchool • State testing results and benchmark reports sent home • School planners • Email and phone calls 3) Parental Involvement Guides for Home/school Connection	1-3) 8/8/2018- 6/9/2019	1-2) NC 3) Parent Involvement Guides in English and Spanish	1-2) NC 3) $9,000	1-2) NA 3) Title I
2. Involvement of staff, parents and community: 1) Staff, parents and community members are invited to serve on district level committees which help rewrite policies, regulations & rules. 2) AVID Parent Nights	1-2) 8/8/2018- 6/9/2019	1) N/C 2) Materials, supplies, and Refreshments	1) N/C 2) $500/$200	1) N/C 2) Tile 1 and District

3. Alignment of instruction with core standards and promotion of caring, supportive relationships between all stakeholders: 1) Implementation of a Schoolwide Discipline Plan including positive rewards and levels of behavior and levels of interventions (PBIS-BoysTown) 2) Schoolwide focus on Project Wisdom Themes for character Development 3) Student Ambassador Program to focus on peer-assisted anti-bullying activities and character traits and RAK club (Random Acts of Kindness). 4) Monthly schoolwide attendance program 5) Recognition of student achievement accomplishments through class and schoolwide ceremonies such as attendance awards, semester awards, and behavior awards. 6) Staff development during meetings on strategies to increase school connectedness, decrease Incidents of student discipline, and increase student attendance. 7) Ongoing Boys Town training 8) Teacher and administrator attendance and participation in professional development which focuses on equity goals through: • Research based best practices for implementing common core standards • Writing • Use of data to guide instruction • Differentiation • Equitable and universal access • Academic language • Critical thinking 9) Teacher exchange of information from workshops, in-services, and professional readings at meetings.	1-9) 8/8/2018- 6/9/2019	1) TRRFFCC ticket incentives 2) Incentives, certificates, supplies 3) student training materials and 4) Incentives 5) Award certificates/pins/medals 6) meeting time 7)Staff Training 8) Professional Development, Materials 9) Professional reading materials and resources	1) $800 2) $1,500 3) $2000 4) $250 5) $350 6) NC 7) NC to Site 8) $2,000 9) $500/$500	1) PTA/donations 2) PTA/donations 3)grants/donations 4) PTA/donations 5) PTA/donations 6) NA 7) District 8) Title I 9) Title I, LCFF
4. School Safety Plan 1) Development of comprehensive safety plan. 2) Routine fire drills, earthquake drills, lockdown drills, duck and cover drills conducted. 3) Sundown property is bordered by fencing and locked gates and is now a closed campus. 4) Maintaining emergency supplies on campus.	1-4) 8/8/2018- 6/9/2019	1) Duplicating 2) N/C 3) N/C 4) Supply costs (as funding available)	1)$200 2) N/C 3) District 4)$TBD	1)District 2) N/C 3) District 4)TBD

5. To communicate to students, staff, parents, and community members clear academic expectations and standards for student behavior: 1) Annual staff review and revision of student handbook which is distributed to every student at the onset of the school year or upon enrollment at Sundown. 2) Discipline assemblies are held at least annually. 3) 3rd-6th grade students maintain a student planner which is used for home-school communication as well as recording of assignments and deadlines. 4) Semester awards and Honors Assemblies are held twice a year to honor academic achievement. 5) Red Ribbon and anti-bullying weeks are held to reinforce healthy choices and positive behavior. 6) Custodian performs monthly safety inspection of the school. 7) Monthly fire and/or earthquake drills are held. 8) Site discipline and safety committees meet regularly to review procedures and generate solutions to concerns of safety and discipline. 9) Boys Town training and school climate program implementation	1-9) 8/8/2018- 6/9/2019	1-2) none 3) planners 4) awards/certificates 5) materials 6-8) none 9) Staff Development and Training	1-2) NC 3) $2500 4) $500 5) $500 6-8) NC 9) TBD	1-2) NA 3) PTA 4) PTA/donations/URG 5) PTA 6-8) NA 9) District LCFF

6. Involvement of Staff, Parents, and Community: 1) Communication with parents on student achievement, academic expectations, and ways to help their child improve through the Home School Compact and Parent Involvement Policy; PowerSchool; parent-teacher conferences; teacher and school website; email; phone calls; and parent workshops including AVID Parent Nights. 2) Provide opportunities for parents to participate in decision making related to site and district initiatives such as SSC, District Advisory, and Safety Committees. 3) English Learners Advisory Council (ELAC) meets regularly each school year to learn about District programs, provide parent input, and sponsor various education involvement activities. 4) Post schools' parent involvement policies on their web sites, in English and other primary languages for those groups which meet the 15% and above language requirements. 5) Build parents' capacity to positively impact their students' educational experience by allocating the the resources to provide training in: the use of PowerSchool ; grade level State Core standards Boy's Town, AVID Strategies, expectations; parenting information/classes; and community support and resources. 6) Conduct formal and informal parent/community needs assessments to monitor effectiveness of site and district parent involvement activities.	1-6) 8/8/2018- 6/9/2019	1) Family nights, materials/Child Care 2) Child Care/ Meeting time/Materials 3) meeting supplies/program needs 4) None 5) Presenter's fees, Materials/Staff Extra duty 6) None	1)$2,000 2) $1,000 3) $1,000 4) NC 5) $2,000 6) NC	1) Title I 2) Title 1 3) Title III 4) NA 5) Title I 6) NA
7. Auxiliary Services for Students and Parents (including transition from elementary to middle school): 1) 6th grade classes will attend an orientation at the middle school if available. 2) Kindergarten Information Day (Kindergarten "Round Up") in the spring 3) Back to School Night and Family nights are offered to allow parents opportunities to visit their children's classrooms and learn about curricular activities 4) Conferences with teachers are held as needed.	1-4) 8/8/2018- 6/9/2019	1) transportation 2) None 3) duplicating 4) None	1) $1,000 2) NC 3) NC 4) NC	1) PTA/Grants 2) NA 3) NC 4) NA

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	What data did you use to develop this goal.?
What were the findings from the analysis of this data?	How will the school evaluate progress made toward achieving this goal?

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	**What data did you use to develop this goal.?**
What were the findings from the analysis of this data?	**How will the school evaluate progress made toward achieving this goal?**

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date** **Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	135		136	132		135	131		135	97.8		99.3
Grade 4	149		140	145		134	145		134	97.3		95.7
Grade 5	153		136	144		135	144		135	94.1		99.3
Grade 6	137		142	134		142	134		142	97.8		100
All Grades	574		554	555		546	554		546	96.7		98.6

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2397.8		2383.4	14		11.85	17		19.26	34		22.96	35		45.93
Grade 4	2446.8		2452.2	14		17.91	23		24.63	28		22.39	34		35.07
Grade 5	2473.0		2464.3	10		11.11	26		24.44	28		25.93	37		38.52
Grade 6	2485.9		2496.0	5		6.34	25		30.28	36		30.99	34		32.39
All Grades	N/A	N/A	N/A	11		11.72	23		24.73	31		25.64	35		37.91

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16		15.56	43		32.59	41		51.85
Grade 4	16		18.94	47		47.73	37		33.33
Grade 5	15		10.37	48		51.11	37		38.52
Grade 6	7		11.27	51		52.82	42		35.92
All Grades	14		13.97	47		46.14	39		39.89

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	12		13.33	45		45.93	43		40.74
Grade 4	14		22.56	60		48.87	26		28.57
Grade 5	15		15.56	46		51.11	39		33.33
Grade 6	11		14.79	45		46.48	44		38.73
All Grades	13		16.51	49		48.07	38		35.41

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	15		12.59	60		58.52	26		28.89
Grade 4	12		11.36	68		63.64	20		25.00
Grade 5	12		8.15	61		67.41	26		24.44
Grade 6	10		11.27	66		68.31	24		20.42
All Grades	12		10.85	64		64.52	24		24.63

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	18		15.56	47		42.96	36		41.48
Grade 4	11		22.73	61		49.24	28		28.03
Grade 5	19		11.11	58		50.37	23		38.52
Grade 6	8		13.38	73		59.86	19		26.76
All Grades	14		15.63	60		50.74	26		33.64

Conclusions based on this data:

1. For overall achievement in ELA, Sundown stayed more or less consistent with previous scores.

2. Research/inquiry all decreased by approximately six percent consistently for each grade.

3. Approximately forty percent of our students are struggling in reading. Our reading achievement has stayed consistent over the last two years.

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 Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	135		136	131		135	131		135	97.0		99.3
Grade 4	149		140	146		134	146		134	98.0		95.7
Grade 5	153		136	143		135	143		135	93.5		99.3
Grade 6	137		142	134		142	134		142	97.8		100
All Grades	574		554	554		546	554		546	96.5		98.6

* 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 Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2401.0		2394.2	5		9.63	27		21.48	27		34.07	41		34.81
Grade 4	2436.0		2447.7	3		6.72	16		25.37	47		38.81	34		29.10
Grade 5	2447.1		2425.7	3		2.22	11		5.19	30		20.00	56		72.59
Grade 6	2486.4		2470.8	4		2.11	14		14.79	42		38.73	40		44.37
All Grades	N/A	N/A	N/A	4		5.13	17		16.67	37		32.97	43		45.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15		19.26	34		38.52	50		42.22
Grade 4	10		17.16	34		34.33	57		48.51
Grade 5	6		3.70	24		10.37	69		85.93
Grade 6	8		6.34	37		33.80	54		59.86
All Grades	10		11.54	32		29.30	58		59.16

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15		14.07	37		44.44	49		41.48
Grade 4	6		14.93	54		44.78	40		40.30
Grade 5	3		2.96	35		38.52	62		58.52
Grade 6	7		5.63	50		38.73	43		55.63
All Grades	7		9.34	44		41.58	49		49.08

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	17		12.59	48		44.44	35		42.96
Grade 4	6		13.43	49		44.78	45		41.79
Grade 5	2		1.48	45		32.59	53		65.93
Grade 6	5		4.23	59		48.59	36		47.18
All Grades	7		7.88	50		42.67	42		49.45

Conclusions based on this data:

1. Overall math achievement increased by two percent.

2. Achievement in problem solving and modeling/data analysis remained consistently below standard at almost 50%.

3. Achievement in concepts/procedures and communicating reasoning consistently below standard at almost 60%.

Appendix A - School and Student Performance Data (continued)

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				20			80	***	***						
1		11	9	38	56	64	25	33	27	38					
2	33			33	30	25	33	20	38		10	13		40	25
3				8	75		31	13	50	54	13	13	8		38
4			29	38	8		63	54	57		31	14		8	
5	23		8	31	40	38	46	40	54					20	
6				36	45		36	45	67	18			9	9	33
Total	8	2	7	28	38	25	42	38	50	19	10	5	3	12	13

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

    District performance assessments and common site assessments are analyzed and reviewed collaboratively by staff to improve student achievement. Teachers meet collaboratively to analyze data and plan instruction to meet the needs of all learners. Quarterly writing assessments are given in all grade levels and results guide the implementation of our school wide writing program. Collaborative data days provide opportunities for in depth data review and instructional planning. During grade level PLC meetings teachers review student performance on assessments, identify areas of need and plan interventions. Flexible grouping is implemented for interventions with regrouping based on student achievement scores. The results of student data are also used to guide professional development at Sundown.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

    Use of state and local assessments to modify instruction and improve student achievement:
    Assessment data is the driving force in generating instruction in all classrooms. All teachers are involved in looking at assessment data and developing an improvement plan. These improvement plans are submitted and reviewed with the teacher's goals and objectives. Expenditures are related to improving student achievement based on findings in data. Teachers regularly discuss standards and student performance at grade level meetings to ensure that students are mastering grade level standards.

    District performance assessment, Fast ForWard Reading assessment, Westside Writing Assessments. grade level curricular tests, informal classroom assessment, and teacher observation are analyzed to drive planning for instruction. Grade level strengths and weaknesses are identified. Student needs are targeted and remediated in the classroom or Special Education setting. Data allows teachers to plan appropriate lessons and form flexible student groups for instruction. These groups are typically homogeneous with students moving from group to group as achievement improves.

    There are six significant subgroups at Sundown: African American, Hispanic/Latino, White, Socioeconomically Disadvantaged, Foster Youth and English Learners.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

    All teachers are appropriately credentialed.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

All classrooms have SBE adopted instructional materials.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

    The district continues to provide ongoing professional development focused on equitable implementation of adopted instructional materials. Our new teachers participate in the New Teacher Induction program or New Teacher Intern program.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

    Staff development is aligned with district and site goals which have been identified to increase student achievement. Staff development opportunities are determined based on student achievement needs analysis, staff surveys and research based best practices noted to improve student achievement.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

    Teachers are provided support by district curriculum resource teachers, training led by instructional coaches and support from administration and colleagues.

8. Teacher collaboration by grade level (EPC)

    Staff development has focused on active student engagement, writing clear learning objectives, instructional design, classroom management, writing instruction, academic vocabulary and differentiated instruction. Teachers meet with their grade level teams regularly, working as a PLC to analyze data and plan effective instruction focused on improving student achievement for all students. Teachers have opportunities for grade level and cross grade level collaboration during staff meetings. Teachers are provided opportunities to visit colleagues classrooms and observe instructional strategies and classroom management techniques.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

    All classroom instruction is aligned tothe state standards with clear, standards based learning objectives identified for ELA and Math instruction.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

    All classrooms adhere to the recommended instructional minutes in ELA and mathematics.

11. Lesson pacing schedule (EPC)

    Curriculum Maps are utilized for each grade level.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

    All classrooms utilize the district adopted and standards based instructional materials with differentiation to meet the needs of all subgroups of students.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

    Alignment of staff development to standards, assessed student performance and professional needs:

Staff members have the opportunity to attend staff development to address the alignment of standards, assessment of student performance, and professional needs. Beginning Teacher Support & Assessment (BTSA) provides support and instruction for beginning teachers. School site meeting time is used to analyze specific site and grade level issues. The site works to provide release time for teachers for observation and collaboration as well as onsite training. Administrative training is offered to administrators and teachers to provide help in interpreting CAASPP and benchmark results and using those results to plan instruction.

Availability of standards-based instructional materials appropriate to all student groups:
Instructional materials used in the classrooms in math, language arts, science and social studies are standards-based and used by all student groupings. Lesson planning is based on the standards, which can be found either in the teacher's plan book, in the text or posted in the classroom.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

    The provision of Universal access time based on student performance and targeted interventions   help underperforming students to meet standards.

15. Research-based educational practices to raise student achievement at this school (NCLB)

    A number of research based best educational practices have been implemented at Cottonwood to raise student achievement. These included: AVID, STEM/STEAM, school wide writing program, active student engagement, full inclusion EL and resource support, and targeted interventions for ELA.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

    Increased learning opportunities are provided through targeted interventions at the intensive level for general education underperforming students. SES tutoring, academic tutoring and enrichment is available for students in qualifying subgroups.

17. Transition from preschool to kindergarten (Title I SWP)

    A transitional kindergarten program has been implemented at Cottonwood for the 2017-2018 school year. All students have equal access to the curriculum.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

    Community members are invited to speak to our students during AVID Student Success Weeks and career day
    events.

19. Strategies to increase parental involvement (Title I SWP)

    At Sundown, parent workshops are held to provide AVID training, support and encouragement to help parents become more involved at school.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Family, school, district and community resources available to assist these students:
Low performing students are provided assistance in a variety of ways. Parent-teacher conferences provide recommendations for parents to further their children's academic success and to address behavioral concerns in the classroom. Homework may be accommodated (or modified based on an IEP) to meet students' needs. Parent volunteers work one-on-one or with small groups to assist students experiencing difficulties. The school provides helpful information to parents on the school website. The student handbook and first day packet provide parents information on available programs for at risk students. Grade level meetings are held regularly to discuss strategies to assist low performing students. The district provides information at parent meetings, including the District Advisory Committee, for parents to access help for their children in school. The District has provided on-going parent education workshops; funded by Title I monies. These workshops, presented by District teachers, have aimed to provide strategies, which will ensure success for all students at years' end. The School Site Council (SSC) at each site, composed of school and community members, distributes the school's resources based on the needs as outlined in the school plan. Principals are provided information in the form of sharing, flyers, and training at Principal's meetings and administrative sessions. W.A.V.E., Westside's educational foundation, provides grant monies for schools and teachers to supplement the programs provided at each school. An after school program offered by the city (at certain sites) - Fun Center - provides time and assistance for students to complete homework prior to being picked up by a parent. YMCA also offers this service at Sundown. Community organizations such as the Boy and Girl Scouts and sports groups provide outlets for students who may need the modeling provided by appropriate organizations in the community. Tutoring and intersession schools are available to at-risk students when available. English Language Advisory Council (ELAC) meetings are held to gain input from parents of English Language Learners.

Conclusions from Parent, Teacher and Student Input:
Sundown students have done an excellent job in meeting their educational goals. Students, teachers, and parents will continue to strive for additional goals as implemented by the No Child Left Behind Act. Teachers will make sure to differentiate instruction to meet the needs of all students, especially those with disabilities and those struggling to overcome the achievement gap. As Sundown continues to grow and the numbers of some of our sub groups increase, we have noted performance concerns in several of those groups. Our goal is to increase performance levels in all groups, but to also work to close the achievement gap between groups.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

    Allocations of our resources are made based on student achievement.

22. Fiscal support (EPC)

    Services provided by categorical and/or federal funds to address under performing student needs to meet standards when available per the site plan.

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school <u>participates</u> and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school <u>participates</u>. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
LCFF-Base	$
LCFF-Supplemental	$0
List and Describe Other State or Local funds:	$
Total amount of state categorical funds allocated to this school:	$

	Federal Programs	Allocation
	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
X	Title I, Part A: Schoolwide Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$87,160
X	Title I, Part A: Parent Improvement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$1,779
	Other Federal Funds (list and describe(42)	$
	Total amount of federal categorical funds allocated to this school:	$88,939

Total amount of state and federal categorical funds allocated to this school:	$88,939

(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2014-15 Categorical District Services Budget

Appendix E - Recommendations and Assurances (Sundown Elementary)

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

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 Single 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):**

    X   English Learner Advisory Committee

    _____
    Signature

           Compensatory Education Advisory Committee

    _____
    Signature

           Other committees established by the school or district (list):

    _____
    Signature

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: 5/31/18

Attested:

Timothy C. Barker
_____
     Typed Name of School Principal   Signature of School Principal   Date

Maria Boozhanof
_____
     Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Appendix F - Sundown Elementary's Parent Involvement Policy

The staff of this school recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the principal or designee shall:

1. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students. (if necessary and/or requested by parent)

2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.

3. Provide information about parent involvement opportunities through class newsletters, school newsletters (posted on district web site) the district's web site and other written or electronic communications.

4. Develop mechanisms to encourage parent/guardian input on school issues and programs.

5. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

6. Encourage greater parent/guardian participation by offering a flexible number of meetings and adjusting meeting schedules when practicable to accommodate parent/guardian needs.

7. Build the capacity of the school and parents/guardians for strong parent involvement by:

*   assisting parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
*   providing materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
*   educating teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
*   informing parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

8. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504) through such activities as:

*   providing parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
*   encouraging parents/guardians to monitor their children's school attendance, homework completion, and television viewing
*   build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

9. Jointly develop with the parents/guardians of a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

This compact shall address:

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
- Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- Parent-teacher conferences in elementary schools, at least annually, (as needed or requested) during which the compact shall be discussed as it relates to the student's achievement
- Frequent reports to parents/guardians on their children's progress
- Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

10. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

11. Involve parents/guardians in an organized, ongoing, and timely way in the planning; review; and improvement of school programs, including Title I programs; including the planning, review, and improvement of the school's parent involvement policy and the joint development of the school's Single Plan for Student Achievement

12. If the school's Single Plan for Student Achievement is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

13. The principal or designee, jointly with parents/guardians shall annually review and update the school's parent involvement policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

14. All school organizations will communicate with parents through ALL modes of communciation.

15. All volunteers must have a TB test on file and be finger printed through the Westside Union School District.

Appendix G - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

We, the Sundown Elementary School Community, a high achieving elementary school, believe that each of us has an important role to play in our students' school success. Therefore, we agree to carry out the following responsibilities to the best of our abilities:

Student Pledge:
- Come to school each day prepared to do my best and ready to learn.
- Participate in class activities.
- Take responsibility for completing and returning my class work and homework.
Follow all school rules including being kind to others.
Repect myself, others, and all staff members.

Parents Pledge:
- Make sure that our child attends school regularly; is on time, and is prepared to learn.
- Know what is expected of our child and what she/he is learning in school.
- Monitor our child's progress and communicate regularly with our child's teacher.
- Read with our child nightly.
- Attend Back-to-School night, parent-teacher conferences and other school events.

Staff Pledge:
- Provide high-qualify curriculum and instruction that includes meaningful learning activities that address challenging content standards for all students.
- Communicate regularly with families about their student's progress and ways that they can assist. We will communicate through EdLine, conferences, reports on student progress, allowing access to staff, and opportunities to volunteer and participate in and observe the educational program.
- Participate in meaningful staff development in effective teaching strategies, addressing the needs of a diverse student body, and working effectively with all members of our learning community.
Provide a safe, bully free zone for students.

Principal Pledge:
- Ensure that meaningful learning experiences that address challenging standards are provided for all students.
- Encourage and facilitate open communication between school and home.
- Provide opportunities for parents to learn about school and district standards, expectations and programs and how they can assist their child(ren) at home.
- Allocate adequate resources to ensure that high standards can be met by all children.
Provide a safe, bully free zone for students.

Student's Signature _____ Date _____

Parent/Guardian's Signature _____ Date _____

Principal's Signature _____ Date _____

Appendix H - School Site Council Membership (Sundown Elementary)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Timothy C. Barker	X				
Gabrielle Rendon			X		
Gloria Powell				X	
Nicole Gray				X	
Amy Campos		X			
Maria Boozhanof				X	
Jackie Bennett		X			
Rocio Castellanos				X	
Robert "Dugan" Weber				X	
Sandra McClay				X	
Pam Miller		X			
Margaret Lopez		X			
Linda Vetter				X	
Sandra Thompson			X		
Karen Wood			X		
Numbers of members of each category	**1**	**4**	**3**	**7**	

(43) 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.

Appendix I: Single Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM

review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)
1. Improve achievement in English Language Arts (SPSA Goal 1)
2. Improve achievement in mathematics (SPSA Goal 1)

Identify the major expenditures supporting these priorities.
1. Improve achievement in English Language Arts: Additional Staff $40,000 Technology purchases $5,000   Student digital subscriptions $5,000
2. Provide professional development in explicit direct instruction and new state standards to support a well-balanced instructional program for all students $20,000

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.
1. Provide professional development opportunities for teachers: Explicit direct instruction and integrated instructional use of technology; Release time for unpacking of content standards; data analysis, collaboration, and planning; Development of common assessments; Release time for peer observation; AVID Conference attendance
2. Increase student access to technology (purchase of Chromebooks, iPads, digital subscriptions)
3.   Intensive Reading Instruction interventions

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
1. Not all professional development opportunities outlined in the SPSA were provided.
2. Increased integration of technology into day-to-day instruction not fully achieved.

What specific actions related to those strategies were eliminated or modified during the year?
Several professional development activities were postponed and have not yet been conducted. These professional development activities involved familiarization with new instructional materials, Next Generation Science Standards, and integration of technology into day-to-day instruction.

Identify barriers to full or timely implementation of the strategies identified above.
1. Difficulty procuring substitute teachers.
2. Many teachers unwilling to participate in professional development.
3. Lack of teacher comfort/skill level new technologies.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Whenever possible professional development was provided during regularly scheduled staff meetings. Release time was provided during the school day. Technology professional development during staff meetings. Parent nights and meetings were convened at times most convenient for parents. AVID and other professional development opportunities offered to teachers and staff.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
1. Lack of student achievement in both English Language Arts and mathematics as indicated by 2016-2017 CAASPP data.
2. Lack of common assessment data in Illuminate.
3. Several technology programs were not fully implemented.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
Anecdotal evidence from formal and informal staff surveys and district staff providing professional development support indicate that the following strategies were effective:
site-specific professional development particularly in the area of explicit direct instruction; teacher-led professional development particularly in the area of integration of technology

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

       Lack of timely implementation

X   Limited or ineffective professional development to support implementation

       Lack of effective follow-up or coaching to support implementation

X   Not implemented with fidelity

       Not appropriately matched to student needs/student population

       Other:

Based on the analysis of this practice, would you recommend:

       Eliminating it from next year's plan

X   Continuing it with the following modifications:
       Offering additional target assistance for teachers professional development and integrating technology.

Involvement/Governance

How was the SSC involved in development of the plan?
SSC was familiarized with the format of the new SBAC assessments and California School Dashboard, reflected on student assessment results at each, and identified barriers for student achievement. SSC identified the Title 1 goals and expected outcomes.

How were advisory committees involved in providing advice to the SSC?
A representative from ELAC was invited and attended SSC meetings regularly. When representatives were not able to attend a SSC meeting, the principal solicited feedback through personal communication or written statements.

How was the plan monitored during the school year?
SSC members reviewed Site plans and School Dashboard (when released) data. Teachers analyzed student work samples and results from common formative assessments quarterly and shared their findings with SSC.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
A districtwide calendar of School Site Council activities has been developed to facilitate the timely review of data and effective monitoring of the Plan.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.
Goals were only partially met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.
Goals that were partially met:
Improving student achievement, Increasing student access to technology, Provision of professional development
English Language Arts Achievement Declined 5.1 points
Mathematics Achievement Declined 9.1 points

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

Based on this information, what might be some recommendations for future steps to meet this goal?
Continue to provide opportunities for professional learning, particularly in the areas of :
formative assessment, particularly short-cycle formative assessment that can provide timely data to inform instruction effective instruction in reading with goal of having students " Reading by Third Grade"
integration of technology into day-to-day instruction: including participation in conferences like CUE Rock Star release time for planning common assessments, unpacking standards, and peer observation
Continue to purchase devices like Chromebooks and iPads to increase student access to technology Continue to focus on improving student attendance and providing attendance incentives
Identify and/or develop appropriate quantitative and qualitative metric(s) to measure impact of paraprofessional support on student achievement including reading interventions. Peer and cross grade level collaboration. The addition of the visual, music, and performing arts into STEAM and integration into curriculum.