

School Year: 2021-22



# 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
Sundown Elementary School	19-65102-6111520	May 28, 2021	June 8, 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)

Schoolwide Program

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.

Westside's LCAP provides the blueprint for district efforts to continue to build and sustain a strong core instructional program and to provide the supports needed for all students to access that program. The Sundown Elementary site plan is aligned with the district's LCAP goals. The goals and the actions and services which support them are revised annually based on data obtained from annual site and district needs assessments and feedback from stakeholder groups. The effective use of data, including the identification of high-leverage metrics, is a key goal at the Board, district, and site levels. Much of the district's federal funding supports building the capacity of district staff and stakeholders to use data effectively (Title I, II, III).

Training is provided annually by Educational Services staff members for all School Site Council members. The training addresses the guidelines, requirements, and best practices regarding use of federal funds. The training also reviews LCAP goals, actions, and services. All School Site Council members, new and returning, are expected to attend this training. All School Plans for Student Achievement are reviewed annually by members of the Director of Special Programs for alignment with the Board and district (LCAP) goals before they are approved by the Board of Trustees. Site administrators meet quarterly with the Directors of Special Programs and Fiscal Services to monitor SPSA implementation and the expenditure of funds. All expenditures that are included in the SPSAs are approved by the Director of Special Programs and the Director of Fiscal Services before payment is made to ensure alignment with the LCAP and compliance with programmatic rules and guidelines.

Additionally, members of the Educational Services staff are supported in their efforts by the State and Federal Programs (SFP) team at the Los Angeles County Office of Education (LACOE). Consistent use of tools provided by LACOE's SFP, Document Tracking, and Title I Crate assist staff members in monitoring alignment, appropriate use of funding, and fulfilling compliance guidelines and requirements.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The California Healthy Kids Survey is conducted annually for staff, students, and parents. The student survey is only given to students in the 5th and 6th grades, whereas all staff and parents at the school are encouraged to participate. The results of the student survey are linked on the school website for public access.

When analyzing the 2020-2021 survey results, several strengths and areas of need were first determined from the student survey. Those areas were then correlated across the parent and staff surveys.

One area of strength among students is them feeling academically motivated with 87% of 5th graders and 74% of 6th graders in agreement. This rate appears significantly lower with the parent response of 32% for either "Strongly Agree" or "Agree." Staff were at a similar level to parents, with only 31% selecting either "Strongly Agree" or "Agree." Previous areas that were surveyed and demonstrated strengths, such as students feeling they are treated with respect, were not included in the survey because they were in remote or distance learning. However, 94% of parents either "Strongly Agree" or "Agree" that the school treats all students with respect.

Several questions were related specifically to remote learning for the 20-21 school year. Students reported low percentages, 37% for 5th grade and 30% for 6th grade, for interest in doing schoolwork at home. 15% of 5th graders and 19% of 6th graders reported frequent sadness most or all of the time.

A previous area of need was with students feeling that they have the opportunity to participate meaningfully at school. However, for this year's survey, those questions were not asked to students. Parents were still able to answer questions in this area and 80% of them reported that they feel the school provides opportunities for meaningful student participation. This was also true of another previously identified area of improvement for the rate of students feeling safe at school. Parents were still able to answer questions in this area and 100% of them reported that they "Strongly Agree" or "Agree" that school is a safe place for their student.

From these survey results an area of need is to provide social and emotional supports to students as they return to campus and continue to transition from distance learning. Safety is always a focus of the school and staff- if any student is not feeling safe at school then they are likely not in the best mindset to learn and thrive academically. Physical and mental safety is a priority to ensure students have the best environment to learn. The high levels of students feeling academically motivated and feeling that they are treated with respect need to be maintained.

## Classroom Observations

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

The school site principals conduct four formal observations in the classrooms who have not yet reached permanent status. The principals conduct two formal observations every other year for those teachers who have reached permanent status. Informal observations are conducted weekly for all teachers through classroom walk-throughs and observing the grade level teams during their collaboration times.

The formal and informal observations have shown strengths in the areas of establishing and communicating objectives, growing in classroom management and classroom culture, and maximizing instructional time. Areas of need from the observations include teaching to the level of rigor required by the standards, differentiating instruction for all levels and needs of students, intentionally using assessments to guide instruction, and using culturally relevant practices to address the behavioral and academic needs of the students.

The influence of these observations is to better understand what could be impacting the academic scores and other results. The areas of need to primarily be addressed is providing strategic interventions and supports in the areas of ELA and Math, strengthening the work already being conducted with the Data Teams and RTI processes, and beginning the work toward having staff understand culturally relevant practices.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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 should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

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. During grade level PLC Teams 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.

The 2019 Dashboard Data indicates the following:

CAASPP and Dashboard - English Language Arts: Overall 35.64% students Met or Exceeded Standards

CAASPP and Dashboard - Math: Overall 27.61% students Met or Exceeded Standards

ELPAC: Overall, English Learners attained Moderately Developed (42.59%) and Well Developed (5.56%) categories on the ELPAC; which suggests that a great number of EL learners are showing significant growth.

English Learner Progress Indicator- 17.9% out of 39 students making progress toward English language proficiency. This is in the Very Low Performance Level.

NWEA Spring Reading Levels for students in grades 3-6: Overall, students in these grade levels were in the 21st-44th achievement percentiles. Minimum scores necessary to achieve the proficiency level on the CAASPP are between the 57th to 60th percentiles. There are achievement gaps when looking at various student groups, such as ELs, Foster, and socioeconomically disadvantaged compared to the overall scores.

Teachers use standards based assessments to monitor student progress and the effectiveness of instruction. The results are used to reteach, modify, and differentiate the curriculum to students needing additional supports.

Teachers use data reported through the California School Dashboard, which reports on multiple measures and indicators to improve student achievement. It reflects school growth and reports statuses in the areas of suspension, English learner progress, and academic progress in ELA and mathematics. Teachers and administrators utilize these data points to discuss trends, identify areas of strengths and weaknesses, next steps, and to identify and share effective teaching strategies. Teachers are also beginning to use the NWEA scores to monitor student growth and progress over the course of a year.

The current California Dashboard data has not updated for the 2020 school year, but the 2019 dashboard report indicated that the following students at Sundown are performing in the red in the following areas: Chronic absenteeism (Homeless and Hispanic), Suspension (Foster Youth), and English Language Arts (English Learners).

## 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.

NWEA MAPS assessment, District performance 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 seven significant subgroups at Sundown: African American, Hispanic/Latino, White, Socioeconomically Disadvantaged, Foster Youth, Homeless, and English Learners.

Grade level PLC teams are developing and reflection on common formative pre/post assessments allow teachers to monitor student progress regularly. Additionally, progress monitoring forms are completed during parent/teacher conference twice a year for English Language Learners. This process is collaborative, as parents provide input, goals are developed to address areas of weakness, and discussions are centered around academic achievement and progress on various assessments. Site administrators monitor the ELD program to ensure that EL student supports are being provided.

Support for data team work is provided through collaborative work from the CRTs, the Director of Curriculum Instruction, and site administrators. Grade level teams meet monthly to identify common learning targets/standards, analysis of common assessments, identification of common instructional strategies, and develop systems for intervention and enrichment. Analysis of student progress determines intervention, practice, and enrichment.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Sundown Elementary are appropriately credentialed. Westside seeks fully credentialed teachers for all classrooms. When a fully credentialed teacher is unavailable, the district actively seeks teachers under Provisional Intern Permits (PIP), Short Term Staff Permit (STP) or university internships.

Currently, Westside has no "ineffective", "mis-assigned", or "out-of-field" teachers. All teachers possess the appropriate credential, permit or waiver for the position to which they are assigned. The district does, however, have a significant number of "inexperienced" teachers. Like many California districts, Westside is experiencing the effects of a severe teacher shortage. For the past three years 25%- 45% of our teaching force has consisted of teachers with less than 5 years of teaching experience. Title I comparability calculations and completion of the California Department of Education's PEAT tables indicate that low-income and minority students are not being taught by inexperienced teachers at a higher rate than other students. District staff also monitor the composition of staff at each site to ensure the greatest balance of experience to inexperience possible. Staffing changes are made when deemed appropriate and necessary.



Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials 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.

In addition to our new teacher professional development opportunities, teachers have an opportunity to participate in curriculum training at various times throughout the year to introduce new curriculum, provide refreshers on adoptions, and updates to software programs. Additionally, teacher professional development on the use of instructional materials and strategies is ongoing. New curriculum support training is held either during intersession days or provided during school days in which substitutes are provided for classrooms. Professional development is provided for all teachers and classified support staff, both in special education and general education departments. Additional curriculum and assessment support is provided by the district Credentialed Resource Teachers CRTs. Site leaders and teacher leaders work with staff members to analyze student data, make curricular adjustments based upon student need, and learn and incorporate new and innovative strategies to support student achievement. Teachers also work with one another during prep period, collaboration meetings, and release time various times during the school year. This collaborative work is very instrumental in maintaining consistency of assessment design and sharing best practices with one another.

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

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. Ongoing professional development in the ELD standards is provided annually to address the required elements of ELD, both integrated and designated.

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

Teachers who hold a Preliminary credential are supported by teachers on special assignment who serve as full time Support Providers. These teachers attend a series of six professional development opportunities specially designed and aligned with the California Standards for the Teaching Profession (CSTPs).

Professional develop for all teachers is ongoing. Westside offers a robust system for new teacher support including 1:1 support, Professional Learning Communities (PLCs), and direct classroom support. New teachers are assigned a mentor or a coach depending upon their credential status. Each new teacher is supported weekly at their site by their mentor or coach with the focus of service being aligned to their goal and individual support plan. Full time administrators/coaches also assist the pre-interns and interns based upon the requirements of their university's memorandum of understanding and the requirements of the CTC. The pre-intern and intern teachers participate in biweekly professional development based upon the district initiatives as well as their unique developmental needs.

Teachers across the district are also supported with Credentialed Resource Teachers CRTs located at the district office. The CRTs support all content areas, assessment and accountability, and technology.

Instructional Coaches, supported with Supplemental Grant funds, have previously been available to assist throughout the district in the areas of ELA, math, writing, technology, Standards-Based Grading, AVID, and English Learners.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Staff development has focused on active student engagement, writing clear learning objectives, instructional design and delivery, classroom management, writing instruction, academic vocabulary and differentiated instruction. Teachers meet with their grade level teams regularly, working as a PLC utilizing the Data Teams process 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

#### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All classroom instruction is aligned to the state standards with clear, standards-based learning objectives identified for ELA and Math instruction. Standards-based teaching and learning is a student-centered approach to instruction, assessment, and instruction guided by grade level expectations and priority standards at each grade level. Based on these standards, teachers collaborate in site wide grade level PLCs to consider what students should know or be able to do, how they will know whether students know and can do, what they will do when students don't know or can't do, and how they will respond when students already know and can already do. Sundown teachers use a variety of assessment data to diagnose the needs of our students in order to provide opportunities for students to gain essential knowledge and skills. During this PLC process, teachers identify which standards are essential for each grade level; using the following criteria: endurance, leverage, and readiness. Focusing on these essential standards allow the teacher to fine tune instruction, guide them through lesson planning, development of targeted assessments to guide instruction, evaluation of student outcomes, and reflection of student learning to determine what interventions or enrichments are needed. The Core curriculum materials support EL strategies for both integrated and designated ELD. Additionally, intervention strategies in the curriculum support scaffolding and differentiation for EL students to access the core content.

#### Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All classrooms adhere to the recommended instructional minutes in ELA and mathematics. Instructional minutes are aligned with California education code. The daily kindergarten instructional minutes are 255 minutes, and students in grades 1 – 6 have 305 instructional minutes. Instructional minutes are reviewed by site administrations and union site representatives, which is then agreed upon and submitted to the cabinet. Teachers with English Learners are expected to provide 30 minutes of Designated ELD instruction daily. Additionally, 200 minutes of physical education is provided every 10 schooldays.

During distance learning for the 2020-21 school year, instructional minutes have changed so that students receive at least the minimum instructional minutes through either in-person, live online, or asynchronous instruction.

K: 180 minutes daily  
1st-3rd: 230 minutes daily  
4th-6th: 240 minutes daily

#### Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Yearlong pacing plans are utilized at each grade level. Grade level teams collaborate to develop a yearlong plan to meet expected learning results, identify priority standards, assess student needs, and align lessons to the school calendar. Case managers and interventionists collaborate with classroom teachers to ensure that their supports and programs have minimal impact on classroom instruction. The classroom teachers work with the specialists to determine the schedule. These programs include: special education pullout and push in model, reading intervention pullout supports, and English language development pullout during non core subject instruction and push in support during ELD time or during core academic instruction. All ELD supports are directed by a certificated staff member to ensure that students have access to interventions in the classroom and additional supports when needed and prescribed by the classroom teacher. With a focus toward common planning and intervention times, there is a strong need for a master schedule to incorporate all areas.

#### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

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

All student groups have access and use of standards-based instructional materials. At the upper elementary, much of the curriculum is online and supported by district purchased technology. Workbooks and supplemental materials are available in hardcopy format at different grade levels. There is access to technology to support student learning in all grade levels. All students were able to receive a personal Chromebook to use during distance learning, and if needed, families were able to receive an internet hotspot as well.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (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

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The provision of Universal access time based on student performance and targeted interventions assist underperforming students to meet standards. Students receive the additional supports needed to achieve high academic success in all curricular areas.

Supports are provided by the general education classroom teacher, and may include the following:

- Academic Support – AVID and standards-aligned curriculum
- Interventions - afterschool tutoring, RTI model, or MTSS model
- ELD support for EL students - bilingual assistant support as needed
- Social-Emotional – Counseling department provides various supports such as skills review, social skill lesson, Boys Town Social Skills for positive behavior, and Leadership Development through Physical Education (LDTPE) classes, assemblies, and fieldtrips

Student Study Team (SST) is a site based collaborative group that examines a student's academic, behavioral and/or social-emotional progress and proposes interventions for the student. The team usually consists of the parent, the classroom teacher, site administrator, case manager and support personnel from the school. The Resource Specialist Program (RSP) teacher works with students who have an Individualized Education Plan (IEP). Other personnel that provide services for under performing students include school psychologists, occupational therapists, speech therapists, and counselors.

Evidence-based educational practices to raise student achievement

A number of research-based best educational practices have been implemented at Sundown to raise student achievement. These include: AVID, STEM/STEAM, school wide writing program (implementation of Thinking Maps, use of graphic organizers, and intentional peer collaboration), active student engagement, full inclusion EL and resource support, and targeted interventions for ELA through pullout ELA program, where students are assessed by the Reading Interventionist on foundational phonics and reading assessments that assess fluency and word recognition. Instruction is based on the identified areas of need, students meet in small groups (4-6 students) for approximately 3-5 sessions of intensive reading intervention for a school semester. Students are then reassessed and next steps are determined.

## Parental Engagement



## Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Community members are invited to speak to our students during AVID Student Success Weeks and career day events and are active participants on our school site Safety Committee.

Building, nurturing, and sustaining strong, viable home-school connections and partnerships are important priorities for WUSD. Board Policy 6020, Parent Involvement, and its accompanying Administrative Regulation, outline the district's commitment to providing meaningful opportunities for parent involvement and engagement at both the site and district levels. The district's Parent Involvement Policy is reviewed, and revised if necessary, annually by Superintendent's Advisory. Each school site's Parent Involvement Policy and Home School Compact are reviewed and revised annually by the School Site Council. The district policy is included in the Annual Notification to Parents that is provided at the beginning of each school year or upon enrollment for families new to the district. The school site policy and compact are included in each school site's parent/student handbook and/or student planner, which are also distributed at the beginning of each school year.

All Title 1 Schools hold an annual meeting to inform parents of their school's participation in the program and the requirements associated with participation. Schools which have been identified for Targeted Assistance and Intervention will review their improvement plans with parents and communities and solicit feedback and input at their annual Title I meetings. Additionally, stakeholder feedback is solicited and reviewed at each ELPAC meeting throughout the school year. EL parents are able to review the school plan, and provide feedback and/or recommendations to the school site council which are submitted quarterly.

Principals and vice principals receive training annually on how to plan and implement effective parent involvement activities. A variety of school level programs and activities exist including Family Literacy, Latino Literacy, AVID Family Nights, Family Science and Math Nights, Career Days, student performances, and sports events. Parent-teacher conferences are offered twice a year. Student recognition assemblies are held each semester. Title I funds are often used to host parent academies and parent nights to share information and strategies to support students academically.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 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 Superintendent Advisory Committee, for parents to access help for their children in school. The District has provided on-going parent education workshops; funded by Supplemental Grant. 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 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 ESSA. Teachers will make sure to differentiate instruction to meet the needs of all students, especially those with disabilities and those struggling to overcome the opportunity 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.

Shared leadership and decision-making occur through our district parent committees, Superintendent's Advisory and District English Learner Advisory with site leadership committees, School Site Council and English Learner Advisory. To ensure site councils and advisory groups understand their leadership roles, elected members receive training annually on roles and responsibilities, LCAP planning and input, school budgeting, and decision making. Staff are also trained on ways to effectively engage families and adequate resources are entitled to support parent engagement activities. All school sites receive no less than 1% of Title I parent involvement funding that is integrated into their School Plans for Student Achievement (SPSAs).

Site level involvement in the implementation and evaluation of services include the site council and the English Language Advisory Committee. Staff members share and collaborate on progress of activities and services. Evaluation of services is addressed with the staff as well throughout the school year.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Allocations of our resources are made based on student achievement. Various services, such as: teacher professional development, parent outreach, and the development of an African American parent/student advisory council will be provided in order to address the needs of African American students as an under-performing group.

Students not meeting academic standards participate in the following services: Reading Intervention Program, after-school tutoring, and various software intervention programs.

## 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.

Allocations of funds are determined by the Business Services Department. Each school site administrator meets twice each year with a member of the Educational Services team and the Business Services team, in the fall and winter, to review funding allocations, progress monitoring of services, and guidance on spending regulations.

## 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

Each school site utilizes a continuous improvement model. The analysis of data is completed through the needs assessment in which program determinations are based on student progress. The needs assessment is shared with the staff, ELAC, and School Site Council and ideas and suggestions are gathered to support refinement and additional services for students.

The Site Council and the ELAC both provide input on services for underperforming students and English Learners. Throughout the school year, progress is continuously shared with staff and advisory committees to refine services to be implemented. The School Site Council approves the site plan after review, and the plan is approved by the District Board.

## Resource Inequities

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

Based on the analysis data points, there is a need to develop a plan to address the inequities of the African American student needs at Sundown. The African American student group is red in the following areas: Chronic Absenteeism, ELA, and Mathematics based on CA Dashboard data. These inequities are attributing factors in the under performance of African American students. Based on the analysis of the data, there is need to increase parental involvement by developing an advisory council of parents and/or students, provide culturally relevant professional development opportunities to teachers, and to provide collaborative opportunities for teachers to build teacher efficacy and share best practices.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	14.46%	16.68%	16.4%	141	163	147
Asian	1.85%	1.84%	1.9%	18	18	17
Filipino	0.82%	0.72%	0.8%	8	7	7
Hispanic/Latino	47.38%	46.98%	48.4%	462	459	434
Pacific Islander	%	0%	%		0	
White	28.62%	27.33%	25.1%	279	267	225
Multiple/No Response	%	0.2%	7.0%		61	63
<b>Total Enrollment</b>				975	977	896

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	149	155	87
Grade 1	134	123	128
Grade 2	137	130	139
Grade 3	149	151	121
Grade 4	149	140	145
Grade 5	133	151	140
Grade 6	124	127	136
<b>Total Enrollment</b>	975	977	896

### Conclusions based on this data:

1. There have been no major fluctuations in enrollment over the last three years.
2. From 2020 to 2021 there has been a decline in enrollment from 977 students to approximately 902 students.
3. African American and Hispanic students have shown a slight increase in enrollment while white students have shown a slight decrease in enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	61	57	53	6.3%	5.8%	5.9%
Fluent English Proficient (FEP)	40	46	38	4.1%	4.7%	4.2%
Reclassified Fluent English Proficient (RFEP)	7	8	7	9.9%	13.1%	12.3%

### Conclusions based on this data:

1. The number and percent of English Learners has shown a decline of 1.4% students over the last three years.
2. The number of Reclassified Fluent English Proficient (RFEP) has remained fairly consistent over the last three years.
3. There is a need to continue increasing or maintaining the rate of reclassification.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	136	149	146	135	148	143	135	148	143	99.3	99.3	97.9
Grade 4	140	138	145	134	138	145	134	138	144	95.7	100	100
Grade 5	136	138	130	135	135	129	135	135	129	99.3	97.8	99.2
Grade 6	142	133	123	142	132	120	142	132	120	100	99.2	97.6
All Grades	554	558	544	546	553	537	546	553	536	98.6	99.1	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2383.	2381.	2395.	11.85	10.14	18.18	19.26	18.24	14.69	22.96	28.38	27.27	45.93	43.24	39.86
Grade 4	2452.	2440.	2437.	17.91	18.84	13.89	24.63	21.74	20.14	22.39	23.19	24.31	35.07	36.23	41.67
Grade 5	2464.	2473.	2473.	11.11	9.63	16.28	24.44	26.67	26.36	25.93	28.89	19.38	38.52	34.81	37.98
Grade 6	2496.	2483.	2494.	6.34	3.79	8.33	30.28	30.30	25.00	30.99	32.58	32.50	32.39	33.33	34.17
All Grades	N/A	N/A	N/A	11.72	10.67	14.37	24.73	24.05	21.27	25.64	28.21	25.75	37.91	37.07	38.62

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	15.56	9.46	16.90	32.59	48.65	47.89	51.85	41.89	35.21	
Grade 4	18.94	16.67	18.75	47.73	47.83	46.53	33.33	35.51	34.72	
Grade 5	10.37	16.30	25.58	51.11	44.44	43.41	38.52	39.26	31.01	
Grade 6	11.27	13.64	15.00	52.82	44.70	44.17	35.92	41.67	40.83	
All Grades	13.97	13.92	19.07	46.14	46.47	45.61	39.89	39.60	35.33	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.33	12.16	13.38	45.93	38.51	47.89	40.74	49.32	38.73
Grade 4	22.56	20.29	14.58	48.87	44.20	52.08	28.57	35.51	33.33
Grade 5	15.56	18.52	21.71	51.11	44.44	41.86	33.33	37.04	36.43
Grade 6	14.79	8.33	13.33	46.48	52.27	50.83	38.73	39.39	35.83
All Grades	16.51	14.83	15.70	48.07	44.67	48.22	35.41	40.51	36.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.59	10.14	13.29	58.52	66.89	66.43	28.89	22.97	20.28
Grade 4	11.36	11.59	11.81	63.64	66.67	65.97	25.00	21.74	22.22
Grade 5	8.15	8.15	13.95	67.41	66.67	58.14	24.44	25.19	27.91
Grade 6	11.27	3.79	7.50	68.31	65.15	63.33	20.42	31.06	29.17
All Grades	10.85	8.50	11.75	64.52	66.37	63.62	24.63	25.14	24.63

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.56	12.84	15.49	42.96	43.92	41.55	41.48	43.24	42.96
Grade 4	22.73	20.29	12.50	49.24	45.65	47.92	28.03	34.06	39.58
Grade 5	11.11	12.59	15.50	50.37	57.04	48.84	38.52	30.37	35.66
Grade 6	13.38	17.42	11.67	59.86	52.27	61.67	26.76	30.30	26.67
All Grades	15.63	15.73	13.83	50.74	49.55	49.53	33.64	34.72	36.64

**Conclusions based on this data:**

1. For overall achievement in ELA, Sundown students in all grades remained fairly consistent with minimal growth rates in specific grades.
2. Research/inquiry has the highest rate of students below standard across most grade levels.
3. In reading, each grade level showed a decline in the rate of students below standard in the 18-19 school year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	136	149	146	135	148	143	135	148	143	99.3	99.3	97.9
Grade 4	140	138	145	134	138	145	134	138	145	95.7	100	100
Grade 5	136	139	130	135	136	128	135	136	128	99.3	97.8	98.5
Grade 6	142	133	123	142	132	120	142	132	120	100	99.2	97.6
All Grades	554	559	544	546	554	536	546	554	536	98.6	99.1	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2394.	2390.	2416.	9.63	5.41	14.69	21.48	17.57	20.98	34.07	29.73	34.27	34.81	47.30	30.07
Grade 4	2447.	2427.	2440.	6.72	6.52	6.21	25.37	15.22	23.45	38.81	40.58	37.24	29.10	37.68	33.10
Grade 5	2425.	2459.	2450.	2.22	5.88	5.47	5.19	16.18	13.28	20.00	28.68	30.47	72.59	49.26	50.78
Grade 6	2470.	2468.	2492.	2.11	2.27	5.83	14.79	12.88	19.17	38.73	34.85	38.33	44.37	50.00	36.67
All Grades	N/A	N/A	N/A	5.13	5.05	8.21	16.67	15.52	19.40	32.97	33.39	35.07	45.24	46.03	37.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.26	13.51	25.87	38.52	36.49	37.76	42.22	50.00	36.36
Grade 4	17.16	14.49	15.17	34.33	30.43	35.17	48.51	55.07	49.66
Grade 5	3.70	9.56	7.81	10.37	27.94	30.47	85.93	62.50	61.72
Grade 6	6.34	5.30	12.50	33.80	34.09	40.00	59.86	60.61	47.50
All Grades	11.54	10.83	15.67	29.30	32.31	35.82	59.16	56.86	48.51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.07	9.46	15.38	44.44	44.59	51.75	41.48	45.95	32.87
Grade 4	14.93	7.25	10.34	44.78	42.03	42.07	40.30	50.72	47.59
Grade 5	2.96	4.41	6.25	38.52	38.24	42.97	58.52	57.35	50.78
Grade 6	5.63	6.82	5.83	38.73	36.36	53.33	55.63	56.82	40.83
All Grades	9.34	7.04	9.70	41.58	40.43	47.39	49.08	52.53	42.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.59	7.43	18.88	44.44	50.00	41.96	42.96	42.57	39.16
Grade 4	13.43	13.04	11.03	44.78	42.75	45.52	41.79	44.20	43.45
Grade 5	1.48	8.82	8.59	32.59	47.06	34.38	65.93	44.12	57.03
Grade 6	4.23	4.55	5.00	48.59	39.39	47.50	47.18	56.06	47.50
All Grades	7.88	8.48	11.19	42.67	44.95	42.35	49.45	46.57	46.46

**Conclusions based on this data:**

1. The number and percent of students Exceeding or Meeting overall in math showed an increase over the last three years, with the exception of 5th grade.
2. The percent of 5th grade students in Below Standard for Communicating Reasoning were the only grade level and category to show an increase.
3. Concepts and Procedures and Communicating Reasoning are the categories with the highest rate of students below standard.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	1412.9	*	1430.6	*	1370.7	*	14
Grade 1	*	*	*	*	*	*	*	5
Grade 2	1481.5	*	1492.5	*	1470.1	*	13	7
Grade 3	*	1492.7	*	1504.6	*	1480.3	*	12
Grade 4	*	*	*	*	*	*	*	8
Grade 5	*	*	*	*	*	*	*	5
Grade 6	*	*	*	*	*	*	*	*
All Grades							57	54

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	42.86	*	42.86	*	14.29	*	14
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	13	*
3		0.00	*	58.33	*	41.67		0.00	*	12
4	*	*	*	*		*	*	*	*	*
5		*	*	*	*	*		*	*	*
6		*	*	*	*	*	*	*	*	*
All Grades	21.05	5.56	42.11	42.59	26.32	33.33	*	18.52	57	54



Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.29	*	28.57	*	50.00	*	7.14	*	14
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	13	*
3	*	41.67	*	41.67		16.67		0.00	*	12
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	43.86	24.07	38.60	38.89	*	25.93	*	11.11	57	54

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	14.29	*	64.29	*	21.43	*	14
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	13	*
3		0.00	*	8.33	*	66.67	*	25.00	*	12
4		*	*	*	*	*	*	*	*	*
5		*	*	*	*	*		*	*	*
6		*	*	*	*	*	*	*	*	*
All Grades	*	1.85	36.84	18.52	26.32	48.15	26.32	31.48	57	54

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	7.14	*	71.43	*	21.43	*		14
2	*	*	*	*		*		13	*
3	*	8.33	*	83.33		8.33		*	12
4	*	*	*	*	*	*		*	*
6	*	*	*	*	*	*		*	*
All Grades	42.11	9.26	47.37	72.22	*	18.52		57	54

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	21.43	*	64.29	*	14.29	*	14
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	13	*
3	*	66.67	*	33.33	*	0.00	*	12
4	*	*	*	*	*	*	*	*
All Grades	54.39	44.44	38.60	40.74	*	14.81	57	54

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	78.57	*	21.43	*	14
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	13	*
3	*	0.00	*	41.67	*	58.33	*	12
All Grades	19.30	5.56	45.61	51.85	35.09	42.59	57	54

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.14	*	50.00	*	42.86	*	14
1	*	*	*	*	*	*	*	*
2	*	*	92.31	*	*	*	13	*
3	*	8.33	*	91.67	*	0.00	*	12
4	*	*	*	*	*	*	*	*
All Grades	*	9.26	68.42	64.81	*	25.93	57	54

**Conclusions based on this data:**

1. Oral language appears to be the strongest area for the two grade levels that had enough students to show rates.
2. A majority of students are in the Somewhat Developed range in all domains of reading, writing, listening, and speaking.
3. It appears that only kindergarten and 3rd grade had enough students to show subscores for the ELPAC, despite there being EL students in each grade level.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>977</b>	<b>57.8</b>	<b>5.8</b>	<b>3.4</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	57	5.8
Foster Youth	33	3.4
Homeless	95	9.7
Socioeconomically Disadvantaged	565	57.8
Students with Disabilities	131	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	163	16.7
Asian	18	1.8
Filipino	7	0.7
Hispanic	459	47.0
Two or More Races	61	6.2
White	267	27.3

### Conclusions based on this data:

1. The "Socioeconomically Disadvantaged" and "Students with Disabilities" subgroups are the most significant subgroups on campus.
2. Hispanic, White, and African American are a large majority of the student population on campus.
3. Even though the subgroup of "Foster Students" is only 3.6%, that represents 35 students which is a significant amount on one campus with limited resources available for them.







# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. English Language Arts and Math are both in the Yellow region for maintaining scores or having slight increases. Methods to improve academic scores must be explored.
2. Chronic Absenteeism continues to be in the Orange region for growth in the rate of absenteeism. Methods to promote and improve attendance must be explored.
3. Suspension Rate continues to be in the Yellow region for maintaining similar rates from the previous year. Methods to continually reduce suspensions must be explored.



# School and Student Performance Data

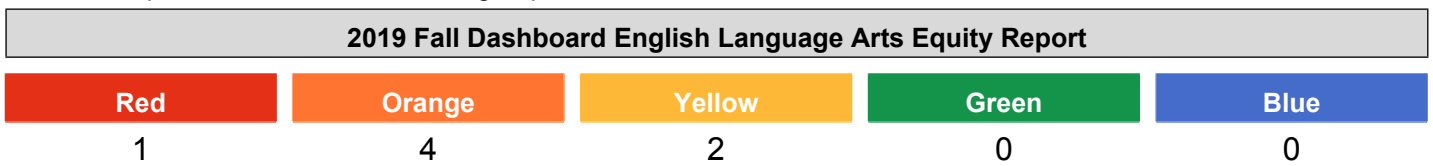
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 32.9 points below standard Increased ++3.7 points 521	<p><b>English Learners</b></p> Red 75.5 points below standard Declined Significantly -20.1 points 39	<p><b>Foster Youth</b></p> No Performance Color 51 points below standard Increased Significantly ++18.3 points 16
<p><b>Homeless</b></p> Orange 39.1 points below standard Declined Significantly -21 points 38	<p><b>Socioeconomically Disadvantaged</b></p> Orange 52 points below standard Maintained -1 points 278	<p><b>Students with Disabilities</b></p> Orange 101.7 points below standard Increased Significantly ++25.5 points 86

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 63.7 points below standard Increased ++14.9 points 69	 No Performance Color 0 Students	 No Performance Color 42.5 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35.6 points below standard Maintained -0.7 points 254	 No Performance Color 44.4 points below standard Maintained ++0.1 points 25	 No Performance Color 0 Students	 Yellow 14 points below standard Increased ++13.3 points 153

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
111 points below standard Declined Significantly -21.4 points 26	4.6 points below standard Declined -12.9 points 13	31.1 points below standard Increased ++6 points 463

**Conclusions based on this data:**

1. Even though they are the subgroup farthest away from standard at 63.7 points below standard, African American students had the highest rate of increase with a 14.9 point increase.
2. English Learners, Socioeconomically Disadvantaged, and Homeless students all showed a decline in their English-Language Arts performance rates.
3. Student with Disabilities is the subgroup that is the farthest away from the standard at 101.7 points below standard, but showed a significant increase of 25.5 points.

# School and Student Performance Data

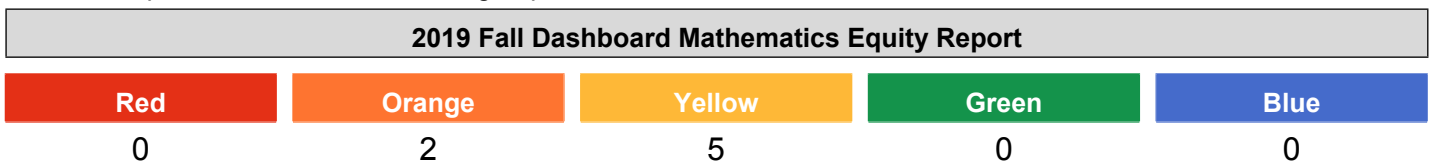
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 47.2 points below standard Increased ++13.8 points 520	<p><b>English Learners</b></p> Yellow 61.9 points below standard Increased Significantly ++31.6 points 39	<p><b>Foster Youth</b></p> No Performance Color 67.9 points below standard Increased Significantly ++36.1 points 16
<p><b>Homeless</b></p> Orange 54 points below standard Maintained ++1.4 points 38	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 65.9 points below standard Increased Significantly ++15.2 points 277	<p><b>Students with Disabilities</b></p> Orange 99.9 points below standard Increased Significantly ++35 points 85

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 81.5 points below standard Increased Significantly ++27.5 points 68	 No Performance Color 45.5 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 49.9 points below standard Increased ++13.3 points 254	 No Performance Color 69.3 points below standard Declined -13.5 points 25	 No Performance Color	 Yellow 26 points below standard Increased Significantly ++18.8 points 153

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
77.5 points below standard Increased Significantly ++43 points 26	30.8 points below standard Increased ++12.3 points 13	46.3 points below standard Increased ++12.6 points 462

#### Conclusions based on this data:

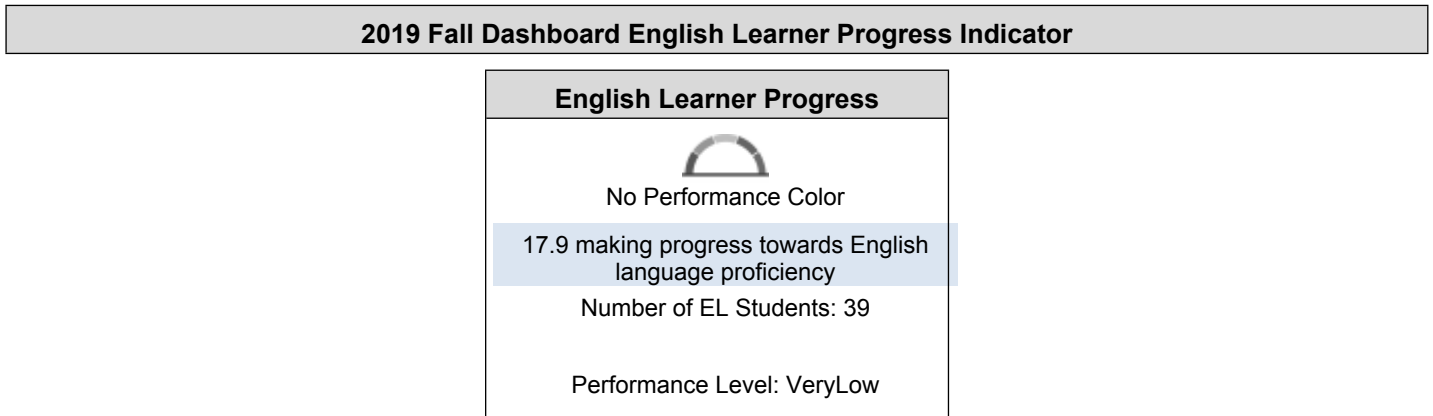
1. Supports established for English Learners, Socioeconomically Disadvantaged, English Learners, and Foster student subgroups are showing value as those groups all increased in their Math performance.
2. Most subgroups are still significantly far away from the standard, with Students with Disabilities being the furthest away at 99.9 points below standard.
3. African America, Hispanic, and White students all showed an increase in their math performance, which is decreasing their points below the standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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

2019 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
25.6	56.4		17.9

### Conclusions based on this data:

1. The rate of students making progress toward English Language proficiency is very low at 17.9%
2. 22 out of the 39 students maintained their proficiency levels representing a great opportunity for growth in the amount of students of making progress.
3. 10 out of the 39 students decreased their overall proficiency level. These students need to be identified and more targeted supports provided so they can increase rather decline in their proficiency level.

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	3	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Orange 11.7 Increased +1.6 1027	<p><b>English Learners</b></p> Orange 16.7 Increased +2.6 66	<p><b>Foster Youth</b></p> Green 7.1 Declined -9.2 42
<p><b>Homeless</b></p> Red 30.3 Increased +4.8 99	<p><b>Socioeconomically Disadvantaged</b></p> Orange 16 Increased +1.8 576	<p><b>Students with Disabilities</b></p> Yellow 11.9 Declined -0.6 160

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 16.1 Declined -5.6 149	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 5.3 Increased +5.3 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.5 Increased Significantly +5.5 494	 Orange 17.1 Increased +0.9 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 9.1 Maintained -0.3 287

**Conclusions based on this data:**

- Homeless students continue to be at a comparatively high rate of chronic absenteeism than the other subgroups at 30.3%, and showed an increase in their rate of chronic absenteeism of 4.8%.
- Students with Disabilities and Foster Students showed improvement with a slight decline in the rate of chronic absenteeism.
- Two or More Races students have the highest ethnicity chronic absenteeism rate, and there was an increase in their rate. Hispanic students showed the highest rate of increase of 5.5%.



# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

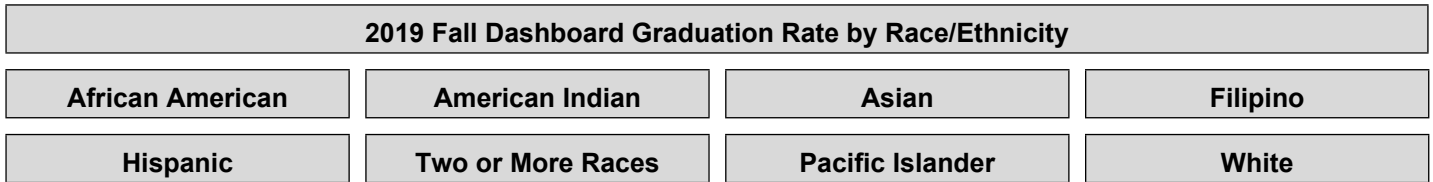
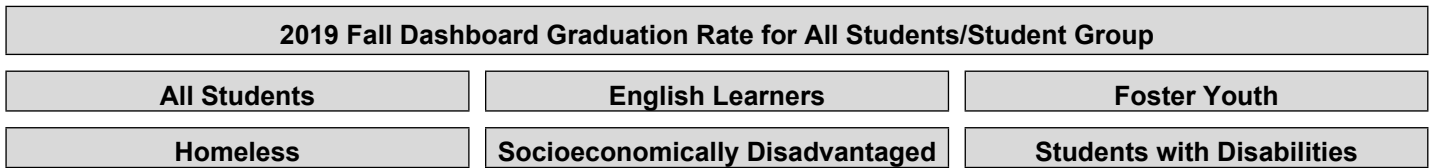
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

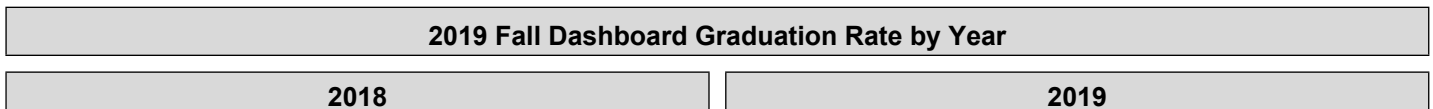
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

# School and Student Performance Data

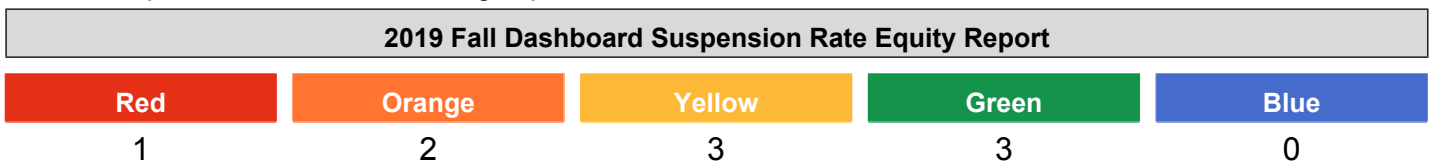
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow	 Orange	 Red
1.7	1.5	11.4
Maintained -0.1	Increased +0.3	Increased +6.8
1064	67	44
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 Green	 Yellow	 Yellow
1.8	2.3	3.1
Declined -3.3	Maintained -0.1	Declined -0.9
111	598	162

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 4.8 Increased +0.3 167		 No Performance Color 0 Maintained 0 19	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1 Increased +0.6 504	 Green 1.4 Declined -2 71		 Green 1.4 Declined -0.5 295

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	1.7

**Conclusions based on this data:**

1. English Learners and Foster Students were the two subgroups that had increases in their suspensions rates, with Foster Students having the highest rate overall at 11.4%.
2. African American students have the highest ethnicity group rate of suspension of 4.8% with an increase of 0.3%.
3. Even with the highest number of population, Hispanic students continue to have the lowest rate of suspension.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 1: 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.

## Goal 1

The staff of Sundown Elementary School will ensure that all students are well-equipped with the cognitive, linguistic, interpersonal, and interpersonal skills necessary to be successful in a global society.

## Identified Need

The student subgroups that are showing the need for the most support include English Learners, Students with Disabilities, and African American students. These groups have a trend of being the farthest below the standard in English-Language Arts and Math. Students with Disabilities and African American students also declined in their points below the standard. Supports for English Learners are showing success as their scores for both ELA and Math increased, so there is a need to maintain those services and supports.

2018-2019 CAASPP and Dashboard- English Language Arts:

Did Not Meet Standards: 39.86% of 3rd grade, 41.67% of 4th grade, 37.98% of 5th grade, and 34.17% of 6th grade students

Nearly Met the Standards: 27.27% of 3rd grade, 24.31% of 4th grade, 19.38% of 5th grade, and 36.67% of 6th grade students

English Learners: Declined Significantly, 75.5 points below standard

African American: Increased 14.9 points, 63.7 points below standard

Students with Disabilities: Increased Significantly 25.5 points, 101.7 points below standard

2018-2019 CAASPP and Dashboard- Math:

Did Not Meet Standards: 30.07% of 3rd grade, 33.10% of 4th grade, 50.78% of 5th grade, and 36.67% of 6th grade students

Nearly Met the Standards: 34.27% of 3rd grade, 37.24% of 4th grade, 30.47% of 5th grade, and 38.33% of 6th grade students

English Learners: Increased Significantly 31.6 points, 61.9 points below standard

African American: Increased Significantly 27.5 points, 81.5 points below standard

Students with Disabilities: Increased Significantly 35 points, 99.9 points below standard

English Learner Progress:

17.9% are making progress toward English Language Proficiency based on 39 students- Very Low performance level

NWEA- Overall Reading Average Winter RIT score and Percentile

Kinder- 177- 98th

1st- 175- 61st

2nd- 182- 45th

3rd- 193- 44th

4th- 196- 31st

5th- 202- 30th

6th- 202- 21st

NWEA- Overall Math Average Winter RIT score and Percentile

Kinder- 171- 92nd

1st- 180- 69th

2nd- 182- 38th

3rd- 192- 33rd

4th- 195- 17th

5th- 207- 26th

6th- 207- 18th

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduction in percentage of students in the "Not Met" and "Nearly Met" categories in ENGLISH-LANGUAGE ARTS for all grade levels on the annual CAASPP assessment	Did Not Meet Standards: 39.86% of 3rd grade, 41.67% of 4th grade, 37.98% of 5th grade, and 34.17% of 6th grade students  Nearly Met the Standards: 27.27% of 3rd grade, 24.31% of 4th grade, 19.38% of 5th grade, and 36.67% of 6th grade students	All grade level percentages decline by 3%. Due to school closure for COVID-19, this data will not be available for the 2020 test session.
Reduction in percentage of students in the "Not Met" and "Nearly Met" categories in MATH for all grade levels on the annual CAASPP assessment	Did Not Meet Standards: 30.07% of 3rd grade, 33.10% of 4th grade, 50.78% of 5th grade, and 36.67% of 6th grade students  Nearly Met the Standards: 34.27% of 3rd grade, 37.24% of 4th grade, 30.47% of 5th grade, and 38.33% of 6th grade students	All grade level percentages decline by 3%. Due to school closure for COVID-19, this data will not be available for the 2020 test session.
English Learners: Continue to increase points toward standard in both ELA and Math on the annual CAASPP assessment	ELA: Declined Significantly, 75.5 points below standard Math: Increased Significantly 31.6 points, 61.9 points below standard	Show increase in points in ELA and continue demonstrating increase in scores in Math. Due to school closure for COVID-19, this data will not be available for the 2020 test session.
Students with Disabilities: Increase points toward standard in both ELA and Math	ELA: Increased Significantly 25.5 points, 101.7 points below standard	Continue demonstrating increase in scores in ELA and Math, Due to school closure for COVID-19, this data will not be

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
on the annual CAASPP assessment	Math: Increased Significantly 35 points, 99.9 points below standard	available for the 2020 test session.
African American Students: Increase points toward standard Increase points toward standard in both ELA and Math on the annual CAASPP assessment	ELA: Increased 14.9 points, 63.7 points below standard Math: Increased Significantly 27.5 points, 81.5 points below standard	Continue demonstrating increase in scores in ELA and Math. Due to school closure for COVID-19, this data will not be available for the 2020 test session.
Increase percent of students making progress toward English Language Proficiency based on the ELPAC on the CA Dashboard	17.9% are making progress toward English Language Proficiency	Increase students making progress toward English Language Proficiency by 20%. Due to school closure for COVID-19, this data will not be available for the 2020 test session.
Increase average RIT score and percentile in Reading on the NWEA	NWEA Winter Reading Scores: Kinder- 177- 98th; 1st- 175- 61st; 2nd- 182- 45th; 3rd- 193- 44th; 4th- 196- 31st; 5th- 202- 30th; 6th- 202- 21st	Increase average percentile in each grade by at least 5% in grades 2-6.
Increase average RIT score and percentile in Math on the NWEA	NWEA Winter Math Scores: Kinder- 171- 92nd; 1st- 180- 69th; 2nd- 182- 38th; 3rd- 192- 33rd; 4th- 195- 17th; 5th- 207- 26th; 6th- 207- 18th	Increase average percentile in each grade by at least 5% in grades 2-6.

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)

Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

### Strategy/Activity

Teachers and other identified support staff will have the time, resources, and strategies to develop their individual professional practice and team development as it relates to the needs of their students. Professional development will continue for activities such as the implementation of the Response to Intervention (RTI) or Multi-Tiered Systems and Supports (MTSS) models in order to regularly assess the available data, determine areas of need, develop instructional best practices,

and provide strategic interventions to meet the needs of all students. With the school closures for the majority of the 2020-2021 school year, training around trauma informed practices and culturally relevant teaching may be necessary.

The activities to develop their practices can include:

- Professional development at conferences and trainings specifically related to RTI, MTSS, or PLC
- Professional development at conferences and trainings related to best classroom instructional practices with a focus on Thinking Maps
- Professional development related to the instruction of English Learners.
- Professional development related to the instruction of students with special needs.
- Professional development related to using technology for distance learning.
- Professional development related to Culturally Relevant Teaching practices in established programs such as AVID
- Release days to conduct one on one assessments for kindergarten.
- Release days for team planning or observations.
- Strategically planned collaboration time embedded within staff meetings and other release times.
- Any supplies or materials necessary to provide for the ongoing practice of the teachers related to the professional development attended.

This strategy and its related activities will also be included in Goal 2 and Goal 3.

### **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)
11520	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Salaries for teachers to participate in professional development through conferences or trainings. Substitute teacher coverage.
2484	Title I Part A: Allocation 3000-3999: Employee Benefits Coverage for the additional employee benefits for teachers to participate in professional development through conferences or trainings. Substitute teacher coverage.
1000	Title I Part A: Allocation 4000-4999: Books And Supplies Any supplies or materials necessary to provide for the ongoing practice of the teachers related to the professional development attended

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

### Strategy/Activity

Strategic interventions need to be provided within the school day for all students. These should include intervention and enrichment opportunities. Common collaboration time for grade level teams is a necessity to plan, develop, and analyze the assessments, plans, and interventions.

As demonstrated in the baseline data, to meet the areas of need, the interventions will be focused toward ELA and math.

These interventions and the supports needed for the interventions can include:

- Substitute teachers to provide release time for regular collaboration.
- Extended learning opportunities for targeted students before, after or during school hours for strategic interventions provided by teachers and/or other support staff.
- Instructional aides dedicated toward the support of the intervention program.
- Online Intervention programs that can provide remediation and extension opportunities for students to meet them at their individual levels.
- Additional support staff during campus hours to support teachers in providing interventions to students in need.
- Additional hours for librarian and computer lab aide.

This strategy and its related activities will also be included in Goal 2.

### 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)
18,466	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Additional hours of aide support to support development of foundational reading skills in the intervention program.
6226	Title I Part A: Allocation 3000-3999: Employee Benefits Statutory coverage of classified employee benefits to complete the activities.
21360	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute Teacher Salaries
4605	Title I Part A: Allocation 3000-3999: Employee Benefits Substitute teacher statutory coverage of employee benefits to complete the activities.



12800	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Additional hours of library clerk and computer lab aide time.
4320	Title I Part A: Allocation 3000-3999: Employee Benefits Statutory coverage of of employee benefits for librarian and computer lab aide.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

#### Strategy/Activity

Continue supporting the current levels of on campus technology in order to provide students access to the programs and supports they need, and to fully access all district adopted curriculum, programs, and services. This will enable our socioeconomically disadvantaged students who may not have access to technology at home the opportunity for access at the school.

Purchase the Learning Management System, SeeSaw for lower grade learner to access opportunities for differentiation and developing portfolios of student work and growth.

#### 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)
2,000	Title I Part A: Allocation 4000-4999: Books And Supplies Providing technology both at school and potentially for home use for all students in need.

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

All activities described for Goal 1 were implemented.

- The activity with the most success of implementation was the staff development related to PLCs and RTI. 29 teachers or admin participated in the PLC at Work or RTI at Work remote conference. This conference led to the development of a Guiding Coalition and a push from the teachers to develop a tiered intervention system of supports for students. Another major training opportunity was to have 18 teachers attend the virtual AVID summer institute that will be occurring during the summer of 2021.
- The technology focus shifted from individual student devices to technology to support team collaboration opportunities. These included grade level laptops and a Promethean board for the conference room. The laptops and Promethean board were not delivered to the school prior to the end of the 20-21 school year.

Due to COVID-19 and the closure of the school buildings, utilizing CAASPP scores will not be possible for 2021 results since those assessments were cancelled for the 2020-2021 school year. The NWEA is a local assessment for Reading and Math that was given three times during the 20-21 school year. This assessment demonstrated some overall growth in RIT scores, but typically declines in the achievement percentiles. This data has been discussed among the Guiding Coalition and the intervention system they are designing has goals to address the lack of growth as grade level and a school team.

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

- A major difference was not purchasing the IXL program for reading and math for the school. This was instead purchased at the district level, so it did not have to be purchased through site funds. That additional funding was utilizing for professional development and the ability to offer the PLC and RTI at Work conferences to additional teachers.
- Another major difference was the actual technology purchased. Since there was enough individual devices for students this school year and in future years, there did not need to be the focus on purchasing additional devices. Instead, there shifted to be a focus on technology that can support the teachers with collaboration and the implementation of the PLC process. These included grade level laptops and a Promethean board for collaboration in the conference room.

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

This goal, the outcomes, and its metrics will stay the same for the 21-22 school year. The activities and strategies toward achieving the goal will be changing. A majority of staff have now been a part of professional development related to PLCs and RTI, and have since been able to start planning. The focus will now shift to providing interventions utilizing the PLC process and RTI format. There will be less of a focus on technology and supplemental programs in the upcoming year.

All of these changes are demonstrated within the updated strategies and activities related to this goal as well as described in the needs assessment.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2: Access for All: Provide all students access to a high-quality instructional program and the research-based supports necessary for them to engage fully and meaningfully with the program.

## Goal 2

The staff of Sundown Elementary School will provide all students access to a high-quality instructional program and the research-based supports necessary for them to engage fully and meaningfully with the program.

## Identified Need

The student subgroups that are showing the need for the most support include English Learners, Students with Disabilities, and African American students. These groups have a trend of being the farthest below the standard in English-Language Arts and Math. Students with Disabilities and African American students also declined in their points below the standard. Supports for English Learners are showing success as their scores for both ELA and Math increased, so there is a need to maintain those services and supports.

2018-2019 CAASPP and Dashboard- English Language Arts:

Did Not Meet Standards: 39.86% of 3rd grade, 41.67% of 4th grade, 37.98% of 5th grade, and 34.17% of 6th grade students

Nearly Met the Standards: 27.27% of 3rd grade, 24.31% of 4th grade, 19.38% of 5th grade, and 36.67% of 6th grade students

English Learners: Declined Significantly, 75.5 points below standard

African American: Increased 14.9 points, 63.7 points below standard

Students with Disabilities: Increased Significantly 25.5 points, 101.7 points below standard

2018-2019 CAASPP and Dashboard- Math:

Did Not Meet Standards: 30.07% of 3rd grade, 33.10% of 4th grade, 50.78% of 5th grade, and 36.67% of 6th grade students

Nearly Met the Standards: 34.27% of 3rd grade, 37.24% of 4th grade, 30.47% of 5th grade, and 38.33% of 6th grade students

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4th- 196- 31st

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NWEA- Overall Math Average Winter RIT score and Percentile

Kinder- 171- 92nd

1st- 180- 69th

2nd- 182- 38th

3rd- 192- 33rd

4th- 195- 17th

5th- 207- 26th

6th- 207- 18th

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduction in percentage of students in the "Not Met" and "Nearly Met" categories in ENGLISH-LANGUAGE ARTS in all grade levels on the annual CAASPP assessment	Did Not Meet Standards: 39.86% of 3rd grade, 41.67% of 4th grade, 37.98% of 5th grade, and 34.17% of 6th grade students  Nearly Met the Standards: 27.27% of 3rd grade, 24.31% of 4th grade, 19.38% of 5th grade, and 36.67% of 6th grade students	All grade level percentages in the "Not Met" and "Nearly Met" categories decline by 3%. Due to school closure for COVID-19, this data will not be available for the 2020 test session.
Reduction in percentage of students in the "Not Met" and "Nearly Met" categories in MATH in all grade levels on the annual CAASPP assessment	Did Not Meet Standards: 30.07% of 3rd grade, 33.10% of 4th grade, 50.78% of 5th grade, and 36.67% of 6th grade students  Nearly Met the Standards: 34.27% of 3rd grade, 37.24% of 4th grade, 30.47% of 5th grade, and 38.33% of 6th grade students	All grade level percentages in the "Not Met" and "Nearly Met" categories decline by 3%. Due to school closure for COVID-19, this data will not be available for the 2020 test session.
English Learners: Continue to increase points toward the standard in both ELA and Math on the annual CAASPP assessment	ELA: Declined Significantly, 75.5 points below standard Math: Increased Significantly 31.6 points, 61.9 points below standard	Show increase in points in ELA and continue demonstrating increase in scores in Math. Due to school closure for COVID-19, this data will not be available for the 2020 test session.
Students with Disabilities: Increase points toward the standard in both ELA and Math	ELA: Increased Significantly 25.5 points, 101.7 points below standard	Continue demonstrating increase in scores in ELA and Math. Due to school closure for COVID-19, this data will not be

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
on the annual CAASPP assessment	Math: Increased Significantly 35 points, 99.9 points below standard	available for the 2020 test session.
African American Students: Increase points toward the standard in both ELA and Math on the annual CAASPP assessment	ELA: Increased 14.9 points, 63.7 points below standard Math: Increased Significantly 27.5 points, 81.5 points below standard	Continue demonstrating increase in scores in ELA and Math. Due to school closure for COVID-19, this data will not be available for the 2020 test session.
Increase percent of English Learner students in the "Well Developed" category of English Learner progress on the CA Dashboard	17.9% are making progress toward English Language Proficiency	Increase students making progress toward English Language Proficiency by 20%. Due to school closure for COVID-19, this data will not be available for the 2020 test session.
Increase average RIT score and percentile in Reading on the NWEA	NWEA Winter Reading Scores: Kinder- 177- 98th; 1st- 175- 61st; 2nd- 182- 45th; 3rd- 193- 44th; 4th- 196- 31st; 5th- 202- 30th; 6th- 202- 21st	Increase average percentile in each grade by at least 5% in grades 2-6.
Increase average RIT score and percentile in Math on the NWEA	NWEA Winter Math Scores: Kinder- 171- 92nd; 1st- 180- 69th; 2nd- 182- 38th; 3rd- 192- 33rd; 4th- 195- 17th; 5th- 207- 26th; 6th- 207- 18th	Increase average percentile in each grade by at least 5% in grades 2-6.

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)

Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

### Strategy/Activity

Teachers and other identified support staff will have the time, resources, and strategies to develop their individual professional practice and team development as it relates to the needs of their students. Professional development will continue for activities such as the implementation of the Response to Intervention (RTI) or Multi-Tiered Systems and Supports (MTSS) models in order to regularly assess the available data, determine areas of need, develop instructional best practices, and provide strategic interventions to meet the needs of all students. With the school closures for the majority of the 2020-2021 school year, training around trauma informed practices and culturally

relevant teaching may be necessary.

The activities to develop their practices can include:

- Professional development at conferences and trainings specifically related to RTI, MTSS, or PLC
- Professional development at conferences and trainings related to best classroom instructional practices with a focus on Thinking Maps
- Professional development related to the instruction of English Learners.
- Professional development related to the instruction of students with special needs.
- Professional development related to using technology for distance learning.
- Professional development related to Culturally Relevant Teaching practices in established programs such as AVID
- Release days to conduct one on one assessments for kindergarten.
- Release days for team planning or observations.
- Strategically planned collaboration time embedded within staff meetings and other release times.
- Any supplies or materials necessary to provide for the ongoing practice of the teachers related to the professional development attended.

This strategy and its related activities will also be included in Goal 1 and Goal 3. Funding for this activity will be found in Goal 1.

**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	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries *Funding found in Goal 1- Salaries for teachers to participate in professional development through conferences or trainings. Substitute teacher coverage.
0	Title I Part A: Allocation 3000-3999: Employee Benefits *Funding found in Goal 1- Additional benefits for teachers to participate in professional development through conferences or trainings. Substitute teacher coverage.
0	Title I Part A: Allocation 4000-4999: Books And Supplies *Funding found in Goal 1- Any supplies or materials necessary to provide for the ongoing practice of the teachers related to the professional development attended

**Strategy/Activity 2**  
**Students to be Served by this Strategy/Activity**



(Identify either All Students or one or more specific student groups)

Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

### Strategy/Activity

Strategic interventions need to be provided within the school day for all students. These should include intervention and enrichment opportunities. Common collaboration time for grade level teams is a necessity to plan, develop, and analyze the assessments, plans, and interventions.

As demonstrated in the baseline data, to meet the areas of need, the interventions will be focused toward ELA and math.

These interventions and the supports needed for the interventions can include:

- Substitute teachers to provide release time for regular collaboration.
- Extended learning opportunities for targeted students before, after or during school hours for strategic interventions provided by teachers and/or other support staff.
- Instructional aides dedicated toward the support of the intervention program.
- Online Intervention programs that can provide remediation and extension opportunities for students to meet them at their individual levels.
- Additional support staff during campus hours to support teachers in providing interventions to students in need.
- Additional hours for librarian and computer lab aide.

This strategy and its related activities will also be included in Goal 1. Funding for this activity will be found in Goal 1.

### 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

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
\*Funding found in Goal 1- 4.25 hours of aide support in kinder and first grade to support development of foundational reading skills

0

Title I Part A: Allocation  
3000-3999: Employee Benefits  
\*Funding found in Goal 1- Statutory coverage of employee benefits to complete the activities.

0

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
\*Funding found in Goal 1- Substitute Teacher Salaries

0

Title I Part A: Allocation  
3000-3999: Employee Benefits

	*Funding found in Goal 1- Substitute teacher statutory coverage of employee benefits to complete the activities.
0	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries *Funding found in Goal 1- Additional hours of library clerk and computer lab aide time.
0	Title I Part A: Allocation 3000-3999: Employee Benefits *Funding found in Goal 1- Statutory coverage of of employee benefits for librarian and computer lab aide.
5,000	Title I Part A: Allocation 4000-4999: Books And Supplies Curriculum materials to support intervention instruction

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

#### Strategy/Activity

In order to support instruction, supplemental curriculum resources will be purchased to provide opportunities for student engagement and extended opportunities for learning to support standards learning in all subject areas. These resources can include supplemental resources for reading, multimedia, lesson presentations, and social-emotional education.

This purchase of Discovery Education will also be to support social-emotional learning for students and connected to Goal 3, Activity 2.

#### 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)

6400

#### Source(s)

Title I Part A: Allocation  
4000-4999: Books And Supplies  
Digital or physical supplemental curriculum resources for all curriculum areas

## Annual Review



## SPSA Year Reviewed: 2020-21

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.

All activities described for Goal 2 were implemented.

- The activity with the most success of implementation was that staff development related to RTI, PLC, and MTSS. 29 teachers and administrators participated in at least one conference during the school year. This led to the development of a Guiding Coalition among the teachers whose focus is to develop tiered intervention support program to help all students learn at high levels.
- Interventions were a challenge to implement with school closures and distance learning for a majority of the school year. The professional development toward PLC and RTI will strengthen future interventions.
- For the Science and Social Studies curriculum supplies that were purchased, this included the Mystery Science and Flowcabulary programs to help support engaging learning experiences even through distance learning. A majority of teachers were observed utilizing the programs during lessons for student engagement and even during distance learning.

Due to COVID-19 and the closure of the school buildings, utilizing CAASPP scores will not be possible for 2021 results since those assessments were cancelled for the 2020-2021 school year. The NWEA is a local assessment for Reading and Math that was given three times during the 20-21 school year. This assessment demonstrated some overall growth in RIT scores, but typically declines in the achievement percentiles. This data has been discussed among the guiding coalition and the intervention system they are designing has goals to address the lack of growth as grade level and a school team.

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

- Due to COVID-19 and the closure of the school buildings and public spaces, several activities were not able to be completed. For this goal this was primarily related to Activity 2 and the intervention supports for students. The original focus was changed to a stronger focus on professional development to provide a majority of teachers with the common knowledge and understanding needed for long term success of an intervention program.
- Less money than planned was spent toward supplemental programs. Distance learning impacted the ability and willingness to incorporate programs and resources into regular practices.

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

This goal, the outcomes, and its metrics will stay the same for the 21-22 school year. The activities and strategies toward achieving the goal will be changing. A majority of staff have now been a part

of professional development related to PLCs and RTI, and have since been able to start planning. The focus will now shift to providing interventions utilizing the PLC process and RTI format. There will be less of a focus on supplemental programs in the upcoming year.

All of these changes are demonstrated within the updated strategies and activities related to this goal as well as described in the needs assessment.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 3: Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.

## Goal 3

Sundown Elementary School will achieve the desired goal by promoting active and responsible citizenship: by developing and implementing programs that support students' academic, behavioral, and social-emotional growth and success.

## Identified Need

2019 CA Dashboard:

Suspensions

English Learners, Foster Youth, African American, and Hispanic students are all groups that showed an increase in their suspension rate by at least 0.3%. Overall, the suspension rate maintained a similar rate of 1.7% of students suspended at least once. Foster youth had the greatest rate of increase at 6.8%.

Chronic Absenteeism

English Learners, Homeless, Socioeconomically Disadvantaged, Hispanic, and Two or more races all showed an increase in the rate of chronic absenteeism of at least 0.9%. Overall, the Chronic Absenteeism rate increased by 01.6% for a total of 11.7% of students chronically absent. Homeless students (30.3%), English Learners (16.7%), Socioeconomically Disadvantaged (16%), and African American (16.1%) students have the highest rates of Chronic Absenteeism on campus.

2020-2021 California Healthy Kids Survey:

One area of strength among students is them feeling academically motivated with 87% of 5th graders and 74% of 6th graders in agreement. This rate appears significantly lower with the parent response of 32% for either "Strongly Agree " or "Agree." Staff were at a similar level to parents, with only 31% selecting either "Strongly Agree " or "Agree." Previous areas that were surveyed and demonstrated strengths, such as students feeling they are treated with respect, were not included in the survey because they were in remote or distance learning. However, 94% of parents either "Strongly Agree " or "Agree" that the school treats all students with respect.

Several questions were related specifically to remote learning for the 20-21 school year. Students reported low percentages, 37% for 5th grade and 30% for 6th grade, for interest in doing schoolwork at home. 15% of 5th graders and 19th of 6th graders reported frequent sadness most or all of the time.

A previous area of need was with students feeling that they have the opportunity to participate meaningfully at school. However, for this year's survey, those questions were not asked to students. Parents were still able to answer questions in this area and 80% of them reported that they feel the school provides opportunities for meaningful student participation. This was also true of another previously identified area of improvement for the rate of students feeling safe at school. Parents were still able to answer questions in this area and 100% of them reported that they "Strongly Agree " or "Agree" that school is a safe place for their student.

A final area of improvement is the rate of students and parents feeling connected to school. The parent survey reported that 32% of parents strongly agree that Sundown "promotes parent involvement" and 32% strongly agree that the "School encourages me to be an active partner with the school in educating my child."

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions: All student groups will show decline or maintenance in their suspension rate on the CA Dashboard scores	English Learners, Foster Youth, African American, and Hispanic students are all groups that showed an increase in their suspension rate by at least 0.3%. Overall, the suspension rate maintained a similar rate of 1.7% of students suspended at least once. Foster youth had the greatest rate of increase at 6.8%.	All student group suspension rates decline by a minimum of 0.3%
Chronic Absenteeism: All student groups will show decline in their chronic absenteeism rate on the CA Dashboard scores	English Learners, Homeless, Socioeconomically Disadvantaged, Hispanic, and Two or more races all showed an increase in the rate of chronic absenteeism of at least 0.9%. Overall, the Chronic Absenteeism rate increased by 1.6% for a total of 11.7% of students chronically absent. Homeless students (30.3%), English Learners (16.7%), Socioeconomically Disadvantaged (16%), and African American (16.1%) students have the highest rates of Chronic Absenteeism on campus.	All student group chronic absenteeism rates decline by a minimum of 0.5%
Increase student and parent scores on California Healthy Kids Survey about feeling safe at school	2019 survey data- Students feeling safe at school- 78% of 5th graders and 72% of 6th graders agreeing that they feel safe to come to school. Parents were in a similar range with 75% either "Strongly Agree " or "Agree" that they feel safe having their student come to school each day. 95% of staff selected that they	Increase of 5% in student and parent scores about feeling safe at school

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	"Strongly Agree " or "Agree " that the school is a safe place to learn for students.	
Increase student and parent scores on California Healthy Kids Survey about feeling connected to school.	2019 Survey Data-69% of 5th graders and 72% of 6th graders selected that they feel connected to the school. 2020-2021 Survey data- The parent survey reported that 32% of parents feel that Sundown "Allows input and welcomes parents' contributions" and 32% feel that the "School encourages me to be an active partner with the school in educating my child."	Increase of 5% of student and parent indicators related to 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)

Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

### Strategy/Activity

Teachers and other identified support staff will have the time, resources, and strategies to develop their individual professional practice and team development as it relates to the needs of their students. Professional development will continue for activities such as the implementation of the Response to Intervention (RTI) or Multi-Tiered Systems and Supports (MTSS) models in order to regularly assess the available data, determine areas of need, develop instructional best practices, and provide strategic interventions to meet the needs of all students. With the school closures for the majority if the 2020-2021 school year, training around trauma informed practices and culturally relevant teaching may be necessary.

The activities to develop their practices can include:

- Professional development at conferences and trainings specifically related to RTI, MTSS, or PLC
- Professional development at conferences and trainings related to best classroom instructional practices with a focus on Thinking Maps
- Professional development related to the instruction of English Learners.
- Professional development related to the instruction of students with special needs.
- Professional development related to using technology for distance learning.
- Professional development related to Culturally Relevant Teaching practices in established programs such as AVID
- Release days to conduct one on one assessments for kindergarten.

- Release days for team planning or observations.
- Strategically planned collaboration time embedded within staff meetings and other release times.
- Any supplies or materials necessary to provide for the ongoing practice of the teachers related to the professional development attended.

This strategy and its related activities will also be included in Goal 1 and Goal 2. Funding for this activity will be found in Goal 1.

### 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	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries *Funding found in Goal 1- Salaries for teachers to participate in professional development through conferences or trainings. Substitute teacher coverage.
0	Title I Part A: Allocation 3000-3999: Employee Benefits *Funding found in Goal 1- Additional benefits for teachers to participate in professional development through conferences or trainings. Substitute teacher coverage
0	Title I Part A: Allocation 4000-4999: Books And Supplies *Funding found in Goal 1- Any supplies or materials necessary to provide for the ongoing practice of the teachers related to the professional development attended

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

#### Strategy/Activity

In order to continually strengthen the counseling department and available resources for social-emotional learning and supports, the school counselor will need access to ongoing professional development and resources to support the tiered system of learning.

### 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)
2,500	Title I Part A: Allocation 4000-4999: Books And Supplies Conference fees and travel accommodations for counselor.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

#### Strategy/Activity

Support the involvement and engagement of parents on campus through parent "universities," workshops, book clubs, or other engagement events. To encourage a higher level on parent volunteerism on campus, offer the opportunity for the Live Scan costs to be covered for parents.

#### 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)
2500	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and supplies needed to establish and maintain parent involvement or engagement activities, nights, or events.
660	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures LiveScan cost coverage for parents who wish to regularly volunteer.

## Annual Review

### SPSA Year Reviewed: 2020-21

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.



Most activities described for Goal 3 were implemented.

- The activity with the most success of implementation was that staff development related to RTI, PLC, and MTSS. 29 teachers and administrators participated in at least one conference during the school year. This led to the development of a guiding coalition among the teachers whose focus is to develop tiered intervention support program to help all students learn at high levels.
- For social-emotional learning, a variety of books, resources, and supplies were purchased for the counseling department.
- The primary parent engagement activity was purchasing the materials for a Virtual Family Math Night. Approximately 100 families attended the online event.

Due to COVID-19 and the closure of the school buildings, utilizing CAASPP scores will not be possible for 2021 results since those assessments were cancelled for the 2020-2021 school year. The NWEA is a local assessment for Reading and Math that was given three times during the 20-21 school year. This assessment demonstrated some overall growth in RIT scores, but typically declines in the achievement percentiles. This data has been discussed among the guiding coalition and the intervention system they are designing has goals to address the lack of growth as grade level and a school team.

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

- The focus toward social-emotional supports was not implemented in the expected manner. A stronger focus was put toward professional development for the staff and resources for the counseling department.
- Parent engagement was a challenge with the school closures and distance learning due to COVID-19. Instead of parent universities, a stronger focus was put toward an active, fun, and engaging event.

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

This goal, the outcomes, and its metrics will stay the same for the 21-22 school year. The activities and strategies toward achieving the goal will be changing. A majority of staff has now been a part of professional development related to PLCs and RTI, and have since been able to start planning a variety of supports for students. The focus will now shift to providing interventions utilizing the PLC process and RTI format. There will be less of a focus on supplemental programs in the upcoming year.

- While supporting student behavior will continue to be a focus, finding ways to support students' social/emotional learning both at school and at home will be a priority for this goal.
- A stronger focus will be for having a greater amount of parent involvement at the school on a regular basis.

All of these changes are demonstrated within the updated strategies and activities related to this goal as well as described in the needs assessment.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

#### 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)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

#### 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)
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# 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	\$101841.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

## 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 (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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 (\$)
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Subtotal of state or local funds included for this school: \$

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

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Amy Brouwer	Principal
Denise Strattan	Other School Staff
Amy Campos	Classroom Teacher
Cassandra Ramirez	Parent or Community Member
Linda Vetter	Classroom Teacher
Jessica Iribarren	Classroom Teacher
Cassie Wrona	Parent or Community Member
Noelle Jones	Parent or Community Member
Michelle Dannenfelser	Parent or Community Member
Monique Breshers	Parent or Community Member

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

# Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 28, 2021.

Attested:

Principal, Amy Brouwer on 5/28/2021

SSC Chairperson, Michelle Dannenfelser on 5/28/2021

# 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.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

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

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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