

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Carl Sundahl Elementary School	34673306106892	August 26, 2020	October 22, 2020

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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.

The purpose of this plan is to align our site goals to the Local Control and Accountability Plan (LCAP) goals of the district. We will strive to meet the Every Student Succeeds Act (ESSA) by having fidelity and coherence to the Common Core Curriculum adopted by our school district. We will also focus on the social and emotional development of our students through a strong Positive Behavioral Interventions and Support (PBIS) team. Essential Standards are identified and common assessments are in place to ensure timely interventions through our Multi-Tiered System of Support (MTSS). Every Child By Name Meetings (ECBN) are held once a trimester to formally evaluate student progress, allowing us to target students needing additional support. The focus on school-wide coherence, teamwork, student engagement, student achievement and Social Emotional Learning (SEL) is how we will strive to meet the ESSA requirements.

School Vision and Mission

Carl H. Sundahl Elementary School fully adopts the Folsom Cordova Unified School District (FCUSD) mission statement of being committed to providing excellence in educational programs that carry high expectations for each student's achievement and success.

VISION STATEMENT

Guided by the highest expectations, Folsom Cordova Unified School District provides our students with a broad range of rigorous educational opportunities. Staff enables students to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st Century.

Students graduate with a core of knowledge and skills that become the building blocks for lifelong learning. They graduate with a positive attitude and the leadership, character, and academic skills necessary to excel in a global arena.

Families are an integral part of the educational process. In recognition of this important role, family involvement is actively sought, encouraged, and welcomed.

Business and community partnerships greatly enhance students' learning experiences and educational opportunities. Partnerships offer students opportunities to apply their learning to real-world situations.

Schools serve as community hubs, places where the community gathers to celebrate and improve learning and to enjoy art, music, sports, public speaking, drama, and other school-related activities. The use of school facilities by the community is encouraged.

School facilities are a reflection of the entire community. We provide students with the educational tools to meet the technological demands of the future and the social skills to function in a culturally diverse society.

School & Community Profile

Carl H. Sundahl Elementary School has served students residing on the northwest side of the American River in Folsom since September 1987. Carl H. Sundahl Elementary School is a K-5 learning environment. We operate on a traditional year calendar. Our student enrollment is approximately 355 students with a 14% poverty rate, a population with 3% English Learner (EL) students, 3% homeless rate and 16% of students qualifying for "un-duplicated" status. The surrounding neighborhood is populated with families who are eager to participate in the education of their children.

Carl H. Sundahl Elementary has gone under a total modernization with the entire school being rebuilt over the last four years. The campus is brand new with beautiful new classrooms, restrooms, playgrounds, library and Science Technology Engineering & Math (STEM) lab. Our campus currently houses 15 classrooms, a Learning Center and a Student Care Center.

We have 14 general education classes and we offer Montessori education as well. Currently, we have one Montessori class of preschool, transitional kindergarten and kindergarten students. Our multipurpose room/cafeteria complex includes a stage/music room as well as a serving kitchen and indoor basketball court. The classrooms and office complex are linked through a computer network system that supports the instructional program technically and allows access to the Internet. All classrooms are equipped with Internet access for curriculum and research support. Chromebooks are available on campus for student use in the classrooms. This year they have been sent home with every student for Distance Learning use.

At Carl H. Sundahl Elementary, our primary goal is to prepare our students to become responsible citizens and productive, caring members of our society. Our strong educational programs work to support each student in successfully meeting the challenges of learning. Opportunities for differentiated instruction is available for all students, including those identified for Gifted and Talented Education (GATE). Instructional intervention programs are offered to insure all students are supported in meeting grade level standards in reading and math. These programs include the use of i-Ready, small group math instruction as well as Response to Instruction (RtI) interventions through our school wide Multi-Tiered System of Supports (MTSS) times. A wide variety of curriculum and enrichment activities are offered by staff and parent volunteers, including Parent Teacher Association (PTA) Movie Night, Used Book Store, Red Ribbon Week, Winter Wonderland, Starstruck Showcase Dance Performance, Author's Day, Accelerated Reader Celebration, District Track Meet, Glee Chorus, Jog-A-Thon, and physical fitness.

Our school culture and mission is to provide an academically challenging curriculum in a caring and positive school environment. Our highly skilled staff is comprised of veteran teachers and two National Board Certified instructors. A strong school wide Positive Behavioral Interventions and Supports (PBIS) program utilizing The Dolphin 5 (Be Respectful, Be Responsible, Be Safe, Be Friendly, Be Productive) standards recognizes and celebrates students' progress with such rewards as Dazzling Dolphins and weekly Dolphin 5 Achievement Awards. Our active Student Council provides awareness of the importance of community service. Carl H. Sundahl Elementary is well known for its strong, supportive parent community. In addition to classroom volunteers, parents also serve on our School Site Council (SSC), which assist with important curriculum, budget, and facility decisions. Our Parent Teacher Association (PTA) plans numerous activities that serve as a positive bond between home and school and provide financial support for our many programs.

Our Blackboard Connect messages (voice, emails and text), school marquee and Schoolwires web pages on our website allows for maximum communication from the school to the members of our community. Frequent communication and strong parent involvement allows for a positive learning environment.

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).

California Healthy Kids Survey (CHKS) is formally administered once a year to our 5th grade students, all parents and staff. Data from this survey shows that the majority of our students feel connected and safe at our school. Students also report that there is a caring adult on campus that they connect with. In addition to the CHK survey, we are fortunate to have open communication with all families on campus. Through our Parent Teacher Association, School Site Council and daily interactions parents are encouraged to voice their questions and concerns. The school principal follows up with every inquiry from parents & community as well as disseminates information to keep all stakeholders informed. Through the multitude of parent communication interactions and feedback we utilize parent information to address needs and concerns of parents and families in the Carl H. Sundahl community.

Classroom Observations

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

Formal evaluations are completed throughout the school year per the district's evaluation process and timeline. We have an online evaluation tool called TalentEd Perform for the tracking of all observations. In addition to the formal classroom observations, principal walk throughs and informal observations are done on a daily basis. Based on these classroom observations, support and Professional Development (PD) is provided to the teachers as needed.

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)

California Assessment of Student Performance and Progress (CAASPP) is administered to all student in grades 3-5th each year in the spring. We have additional District Progress Assessments (DPA) as well that are conducted each trimester through i-Ready. The results from i-Ready are formally analyzed at our Every Child By Name (ECBN) meetings to monitor student progress. We have additional district assessments such as: oral reading passages, Benchmark weekly (formative), Benchmark Unit (summative), and enVision Math topic tests that are given to appropriately monitor student progress. These results are used to plan instruction and provide interventions as needed. Teachers participate in Professional Learning Communities (PLC) to dialogue and discuss ways in which to effectively maximize their efforts to support and increase student achievement.

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

Teachers will conduct curriculum assessments regularly, as directed by the district's adopted curriculum, to monitor student progress. These results will qualify students for interventions and support as needed. All assessment data is available in our online program, Illuminate. Illuminate provides access to timely analysis of data so teachers can appropriately group students, focus instruction and provided targeted instruction and intervention groups. Data is discussed both formally and informally (Every Child By Name & Grade Level Professional Learning Communities meetings).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Carl H. Sundahl Elementary are highly qualified and credentialed in the subject area they teach. In addition to state requirements, many teachers have achieved advanced degrees and certifications.

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

All staff participate in ongoing Professional Development provided by Folsom Cordova Unified School District (FCUSD) and at site level. Varying Professional Development is offered by the district throughout the school year. This in addition to our district focus on Professional Learning Communities, i-Ready and our Benchmark English Language Arts (ELA) adoption, we will have a fairly new science curriculum called Amplify. Professional Development and ongoing support for our PLC work is critical.

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

All Professional Development is based on best practices, addresses the Common Core State Standards (CCSS) and is designed to support our ongoing PLC work. Staff is provided district and site level Professional Development. This year our Professional Development will continue to focus on i-Ready and our Benchmark ELA & Envision Math curriculum. We will also be focusing on defining our essential standards in both ELA and Math as well as defining our common grade level assessments. These assessments will be used to drive our instruction as well as identifying needs of students for intervention during our Multi-Tiered System of Support (MTSS) time.

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

District Lead teachers, Site Level coaches and administration provide ongoing support to all teachers. In addition to District Lead teachers, each site has selected a PLC and Technology coach. Coaches attend training and then report out and train at our site level meetings.

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

There is constant ongoing teacher collaboration. Formally, grade level collaboration occurs weekly at our staff meetings through the PLC process. These collaborations center around curriculum delivery, shared lesson planning, and needs analysis. Our PLC meetings focus on generating the Guaranteed and Viable curriculum delivery to every student. Informally, teachers meet on a daily basis to discuss curriculum, share lesson ideas and student needs. Collaboration occurs across grade levels as well as vertically among different grade levels.

Teaching and Learning

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

All teachers are using the Common Core State Standards (CCSS) as the basis of their instruction. State and researched based materials are used to support instruction. District adopted materials are used in all classrooms on a daily basis. Next Generation Science Standards (NGSS) curriculum has recently been adopted and all teachers are working to reach maximum implementation.

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

All state instructional minutes are strictly adhered to. The school schedule provides students with the required number of instructional minutes per day. Language Arts and Math times are protected to help maintain the fidelity and integrity of academic programs. Additionally, minutes are set aside for our MTSS rotations to provide students with targets tier two instruction. This instruction is based on common assessments administered based on our core curriculum.

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

District pacing windows allow teachers to monitor their instructional progress. There is a set agenda of what should be taught. Assessment windows allow teachers to monitor student progress. There is flexibility built in to provide Tier Two instruction to students as needed.

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

All students have been provided with instructional materials mandated by the Williams Act. In addition to the core materials, students have access to support materials as needed.

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

Teachers have been trained in supplemental instruction and curriculum, such as Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS), i-Ready and Accelerated Reader.

Opportunity and Equal Educational Access

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

Carl H. Sundahl Elementary utilizes a MTSS/Learning Center model. We provide differentiated instruction as needed throughout the school day. In addition to classroom instruction, some students visit the Learning Center throughout the day for additional support. Students are also seen in small groups during the day during MTSS time. In addition to academics, we support students socially and emotionally through school wide Positive Behavior Intervention and Supports (PBIS). Cool 2B Kind week, Dazzling Dolphins, Second Step, classroom buddies and positive adult role models are all woven into the school day.

Evidence-based educational practices to raise student achievement

In order to create an environment that fosters learning, our school has implemented a Positive Support Program (PBIS). Our teachers are trained in PBIS and we teach lessons from Second Step designed to build character in our students. This includes an anti-bullying component throughout the campus. We kicked off each year with a Cool 2B Kind week where the entire school takes part in kindness activities.

Parental Engagement

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

Parents are encouraged to attend Back to School Night to hear about the program planned for their child and expectations for the year. Parents are skilled volunteers and donate their time on a daily basis. Our PTA is outstanding in supporting our students both academically and through extra-curricular activities. Information is also provided in the form of a monthly newsletter that contains upcoming school activities and events as well as community happenings. Messages and emails are sent out through our Connect Ed online system to keep parents informed. Teachers provide parents with ongoing communication through newsletters and emails. Our Parent Coordinator helps the school process all volunteer paperwork and recruit volunteers when needed.

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)

We have a very large parent participation/volunteer process, where parents who meet the safety clearance can work in the classroom and attend field trips. Our School Site Council meets throughout the year to stay informed on school progress. PTA also supports our students by planning events that benefit our students both academically and socially throughout the school year.

Funding

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

Site funds are provided by the district; Intel Corporation funds and donations pay for direct support of classroom instruction, through support of intervention and district wide professional development.

Fiscal support (EPC)

Our school receives a budgeted site funds and donations from our community.

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

Carl H. Sundahl Elementary reaches out in numerous ways to obtain feedback and input for the development of our Single Plan for Student Achievement (SPSA) plan. School Site Council meetings are held 3 times a year. At these meetings the SPSA is reviewed and input is welcomed by our parents and community members. Stakeholder involvement is key to developing a coherent, thorough plan. Student achievement data, suspensions and attendance were all key topics of discussion. We also ensure that the Carl H. Sundahl Elementary School goals and objectives align with those set out by FCUSD LCAP goals. Ongoing meetings throughout the 2020-2021 school year will be used to track and monitor our progress. These meetings include:

Weekly Staff Meetings held every Thursday for the 2020-2021 school year
August 2020 Staff Planning and Professional Development Day
August 18, 2020 Back to School Night
September 2020 PTA General Meeting
November 2019 Parent Teacher Conferences
January 2021 General Meeting
March 2021 Open House

All of these events will be held virtually at this time until school reopens.

Resource Inequities

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

Due to COVID-19 and school closures all students will need reteaching and intervention in skills missed. Due to COVID school closures, the gaps will now be larger than ever and we will have significant remediation to do with students upon return.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.52%	0.28%	0.28%	2	1	1
African American	0.78%	0.56%	0.28%	3	2	1
Asian	6.01%	6.2%	4.48%	23	22	16
Filipino	1.04%	1.13%	1.4%	4	4	5
Hispanic/Latino	10.18%	12.68%	13.17%	39	45	47
Pacific Islander	%	%	0%			0
White	70.23%	68.45%	66.95%	269	243	239
Multiple/No Response	0.26%	%	13.45%	1		0
Total Enrollment				383	355	357

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	63	45	70
Grade 1	52	66	39
Grade 2	67	53	69
Grade3	49	75	56
Grade 4	59	52	71
Grade 5	60	64	52
Grade 6	33		
Total Enrollment	383	355	357

Conclusions based on this data:

1. Based on this data, Carl H. Sundahl Elementary continues to have fairly consistent enrollment. We have seen a slight increase in our population as houses are sold and young families move into the neighborhood. This year, due to Distance learning, many families have chosen the homeschool option for their child. This has cause a significant decrease in our overall student population.
2. At Carl H. Sundahl Elementary we believe all students can learn and by that we focus on the mantra, "All means all." We strive to give equal focus to all students on campus.
3. Our data reflects a disproportion of white students. With that being said, we maintain a clear focus that that all students have different learning styles and it is our job to tap into those differences.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	14	9	8	3.7%	2.5%	2.2%
Fluent English Proficient (FEP)	20	16	11	5.2%	4.5%	3.1%
Reclassified Fluent English Proficient (RFEP)		7	0	0	50.0%	0.0%

Conclusions based on this data:

1. We have enrolled very few designated English Learner (EL) students. The average EL population at Committee on Special Education ranges from 3-4%.
2. Despite our small English Learner (EL) population we strive to support this population on a daily basis. At Carl H. Sundahl Elementary our English Language Learners need support in ELA more specifically, vocabulary development.
3. Teachers often pull students for small group instruction and reteaching based on individual student needs.

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	55	48	77	55	46	74	55	46	74	100	95.8	96.1
Grade 4	64	60	53	64	59	53	64	59	53	100	98.3	100
Grade 5	68	60	65	67	59	65	67	59	65	98.5	98.3	100
Grade 6	33	33		32	32		32	32		97	97	
All	220	201	195	218	196	192	218	196	192	99.1	97.5	98.5

* 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	2462.	2496.	2499.	32.73	58.70	64.86	32.73	23.91	20.27	29.09	17.39	6.76	5.45	0.00	8.11
Grade 4	2509.	2518.	2538.	42.19	49.15	64.15	28.13	27.12	11.32	15.63	15.25	13.21	14.06	8.47	11.32
Grade 5	2545.	2523.	2555.	28.36	27.12	36.92	44.78	35.59	40.00	20.90	23.73	13.85	5.97	13.56	9.23
Grade 6	2568.	2538.		21.88	15.63		56.25	40.63		21.88	31.25		0.00	12.50	
All Grades	N/A	N/A	N/A	32.57	39.29	55.21	38.53	31.12	24.48	21.56	20.92	10.94	7.34	8.67	9.38

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	32.73	45.65	60.81	54.55	50.00	27.03	12.73	4.35	12.16
Grade 4	43.75	44.07	58.49	46.88	49.15	32.08	9.38	6.78	9.43
Grade 5	31.34	30.51	53.85	62.69	50.85	40.00	5.97	18.64	6.15
Grade 6	21.88	25.00		71.88	56.25		6.25	18.75	
All Grades	33.94	37.24	57.81	57.34	51.02	32.81	8.72	11.73	9.38

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	30.91	52.17	45.95	60.00	43.48	44.59	9.09	4.35	9.46
Grade 4	32.81	35.59	49.06	56.25	59.32	43.40	10.94	5.08	7.55
Grade 5	43.28	38.98	47.69	49.25	47.46	41.54	7.46	13.56	10.77
Grade 6	31.25	28.13		62.50	53.13		6.25	18.75	
All Grades	35.32	39.29	47.40	55.96	51.02	43.23	8.72	9.69	9.38

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	27.27	43.48	47.30	69.09	52.17	50.00	3.64	4.35	2.70
Grade 4	35.94	25.42	43.40	51.56	71.19	52.83	12.50	3.39	3.77
Grade 5	25.37	25.42	24.62	68.66	66.10	66.15	5.97	8.47	9.23
Grade 6	28.13	15.63		68.75	71.88		3.13	12.50	
All Grades	29.36	28.06	38.54	63.76	65.31	56.25	6.88	6.63	5.21

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	32.73	54.35	50.00	56.36	45.65	43.24	10.91	0.00	6.76
Grade 4	40.63	40.68	49.06	51.56	52.54	37.74	7.81	6.78	13.21
Grade 5	32.84	28.81	43.08	62.69	52.54	47.69	4.48	18.64	9.23
Grade 6	28.13	21.88		68.75	68.75		3.13	9.38	
All Grades	34.40	37.24	47.40	58.72	53.57	43.23	6.88	9.18	9.38

Conclusions based on this data:

1. Our students continue to perform well on the CA Assessment of Student Performance and Progress. With that being said, we still need to support all learners to show continued growth in ELA. School focus will continue to be on vocabulary, with an emphasis on academic vocabulary.
2. From 2015 to 2019 there has been a steady increase of students that meet or exceed standards from 63% to 79%. Due to COVID-19 there was no CAASPP assessment administered in spring of 2020.
3. All staff members will continue to receive support and professional development to increase our student performance. We will also continue to focus on high quality first instruction and provide immediate interventions as needed. This need will increase when schools reopen after COVID closure.

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	55	48	77	55	46	74	55	46	74	100	95.8	96.1
Grade 4	64	60	53	64	59	53	64	59	53	100	98.3	100
Grade 5	68	61	65	67	60	65	67	60	65	98.5	98.4	100
Grade 6	33	33		32	32		32	32		97	97	
All	220	202	195	218	197	192	218	197	192	99.1	97.5	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	2478.	2502.	2492.	40.00	47.83	52.70	34.55	39.13	25.68	21.82	13.04	12.16	3.64	0.00	9.46
Grade 4	2502.	2514.	2529.	17.19	30.51	35.85	45.31	40.68	33.96	32.81	25.42	30.19	4.69	3.39	0.00
Grade 5	2553.	2535.	2558.	40.30	25.00	38.46	19.40	31.67	27.69	32.84	28.33	30.77	7.46	15.00	3.08
Grade 6	2566.	2568.		31.25	25.00		25.00	43.75		34.38	21.88		9.38	9.38	
All Grades	N/A	N/A	N/A	32.11	31.98	43.23	31.65	38.07	28.65	30.28	22.84	23.44	5.96	7.11	4.69

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	56.36	73.91	66.22	36.36	23.91	21.62	7.27	2.17	12.16
Grade 4	35.94	52.54	56.60	42.19	32.20	33.96	21.88	15.25	9.43
Grade 5	47.76	43.33	47.69	32.84	38.33	41.54	19.40	18.33	10.77
Grade 6	43.75	43.75		34.38	46.88		21.88	9.38	
All Grades	45.87	53.30	57.29	36.70	34.52	31.77	17.43	12.18	10.94

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	41.82	58.70	59.46	50.91	39.13	32.43	7.27	2.17	8.11
Grade 4	25.00	38.98	41.51	60.94	50.85	54.72	14.06	10.17	3.77
Grade 5	34.33	20.00	35.38	55.22	60.00	53.85	10.45	20.00	10.77
Grade 6	28.13	25.00		53.13	59.38		18.75	15.63	
All Grades	32.57	35.53	46.35	55.50	52.28	45.83	11.93	12.18	7.81

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	41.82	50.00	60.81	49.09	47.83	32.43	9.09	2.17	6.76
Grade 4	26.56	38.98	49.06	57.81	45.76	43.40	15.63	15.25	7.55
Grade 5	35.82	20.00	32.31	58.21	56.67	60.00	5.97	23.33	7.69
Grade 6	34.38	18.75		53.13	65.63		12.50	15.63	
All Grades	34.40	32.49	47.92	55.05	52.79	44.79	10.55	14.72	7.29

Conclusions based on this data:

1. From 2015 to 2019 students meeting or exceeding standards has gone from 63% to 72%. A focus on number talks and practice in numerical operations is needed.
2. Math word problems and problem solving continue to be an area of need for all students. This is an area of weakness for many students.
3. Math will continue to be our focus for 2020-2021 school year. Teachers will work on small group instruction to reinforce key concepts. We will also work to adhere to fidelity to our Envision curriculum. We are also seeing the need to provide supplements to the curriculum as envision Math, as a stand-alone, is not meeting all needs.

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	*	*	*	*	*	*	*	*
Grade 1		*		*		*		5
Grade 2	*		*		*		*	
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5		*		*		*		*
Grade 6	*		*		*		*	
All Grades							*	10

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	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

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	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

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	
All Grades	*	*	*	*		*	*	*	

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	
All Grades	*	*	*	*		*	*	*	

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
All Grades	*	*	*	*	*	*	*	*

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
All Grades	*	*	*	*		*	*	*

Conclusions based on this data:

1. The English Language Proficiency Assessments for California (ELPAC) was administered to all students with English as a second language. 2019-20 our English Language Learner (ELL) population was 14 students or 4%.
2. We work hard to support our ELL students so they can continue to be RFEP (Reclassification Fluent English Proficient).
3. Vocabulary development is a goal for all students with a focus on our ELL students.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
355	14.4	2.5	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	2.5
Homeless	11	3.1
Socioeconomically Disadvantaged	51	14.4
Students with Disabilities	30	8.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.6
American Indian	1	0.3
Asian	22	6.2
Filipino	4	1.1
Hispanic	45	12.7
Two or More Races	38	10.7
White	243	68.5





Conclusions based on this data:

1. The majority of the population at Carl H. Sundahl Elementary is disproportionately white.
2. We do have small subgroups where we need to continue to ensure that all needs are met. EL = 3%, Homeless = 3%, Socioeconomically Disadvantaged = 14%
3. Our small group instruction during MTSS times meets the needs of many of our smaller subgroups.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Yellow</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 506 1325 533">Yellow</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="305 703 360 730">Blue</p>		

Conclusions based on this data:

1. At Carl H. Sundahl Elementary attendance rate for the 2019-20 was around 97%. This has been consistent over the past 6 years.
2. Due to our strong PBIS team on campus our suspension rate remains very low - a total of 1 suspension for the 2019-20 school year. A continued focus of PBIS will be maintained for the 2020-21 school year.
3. The Chronic Absenteeism is an extremely low percentage of our overall population. These students are identified and supported as needed.

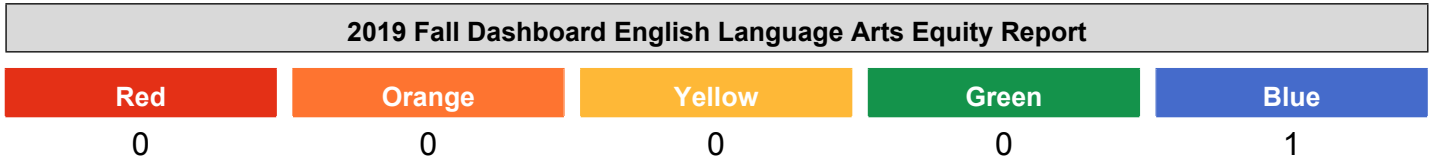
School and Student Performance Data

Academic Performance English Language Arts







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>All Students</p>  <p>Blue</p> <p>64.3 points above standard</p> <p>Increased Significantly ++26.3 points 184</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>66.9 points above standard</p> <p>Increased Significantly ++60.5 points 11</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>40.8 points above standard</p> <p>Increased Significantly ++29 points 29</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>7.1 points below standard</p> <p>Increased Significantly ++25.5 points 20</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 69.1 points above standard Increased Significantly ++70.5 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 36 points above standard Increased ++7 points 25	 No Performance Color 85.8 points above standard Increased Significantly ++48.7 points 17	 No Performance Color 0 Students	 Blue 67.4 points above standard Increased Significantly ++22.9 points 124

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
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 8	63.2 points above standard Increased Significantly ++22.9 points 167

Conclusions based on this data:

- Based on the ELA performance by Race/Ethnicity, we will continue to focus on our Asian population. Our site will continue to focus on best practices when it comes to high quality first instruction.
- Overall students are performing 37.9 points above standard. Due to COVID-19 there will be no new test results for the 2019-20 school year.
- Our data did show a decline with our Students with Disabilities. We will continue to support these students by strict adherence to their IEP goals.

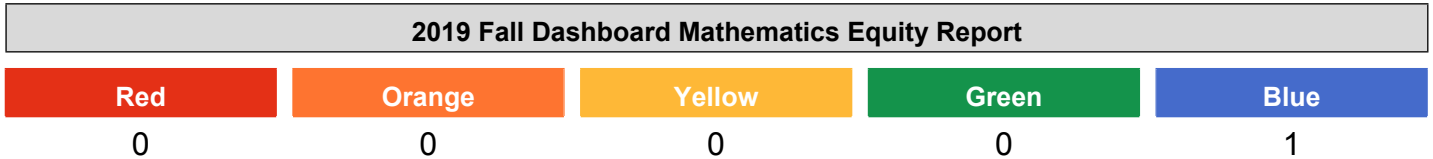
School and Student Performance Data

Academic Performance Mathematics






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>All Students</p>  <p>Blue</p> <p>45.2 points above standard</p> <p>Increased ++13.7 points</p> <p>184</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>72.6 points above standard</p> <p>Increased Significantly ++49.1 points</p> <p>11</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>19.2 points above standard</p> <p>Increased ++5.4 points</p> <p>29</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>19.7 points above standard</p> <p>Increased Significantly ++34.3 points</p> <p>20</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 63.6 points above standard Increased Significantly ++47.8 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 15.6 points above standard Increased ++6.5 points 25	 No Performance Color 57.2 points above standard Increased Significantly ++25.9 points 17	Pacific Islander No Performance Color	 Blue 47.9 points above standard Increased ++12.1 points 124

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
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 8	43 points above standard Increased ++10.7 points 167

Conclusions based on this data:

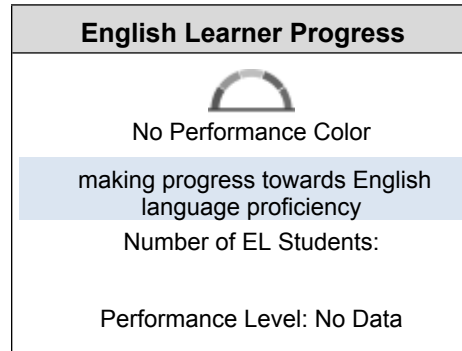
1. We will continue to focus on high quality initial instruction for all students. Interventions are provided as needed for all students on site. These interventions are provided daily through our MTSS time.
2. We again saw in Math a decline of 36 points in our Students with Disabilities. This subgroup will be a continued focus for the 2020-21 school year. We will look closely at what modifications or accommodations these students need to be successful.
3. Due to COVID-19, there are no new test results for the 2019-20 school year.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. English Language Learners, although a relatively low population, are always an area of focus.
2. As needed teachers utilized strategies from the EL materials in our ELA Benchmark series. Vocabulary development continues to be a focus.
3. Professional development focusing one best practices and high quality initial instruction are always a focus.

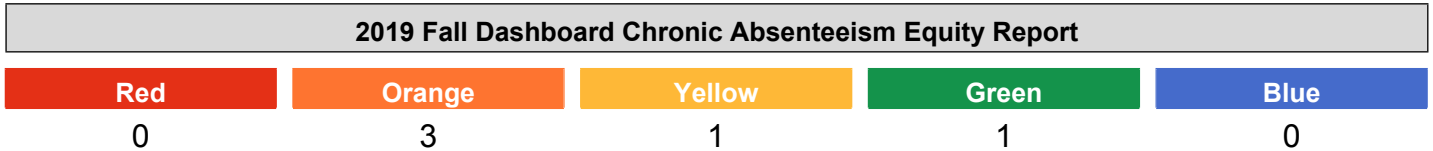
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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 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					
All Students  Yellow 3.8 Increased +1.5 370	English Learners  No Performance Color 18.2 Increased +18.2 11	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Homeless  No Performance Color 13.3 15	Socioeconomically Disadvantaged  Orange 10.6 Increased +1.2 66	Students with Disabilities  Orange 9.1 Increased +1.8 44

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 8.7 Increased +8.7 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.4 Increased +3.9 47	 Yellow 4.9 Increased +4.9 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 2.8 Maintained -0.1 252

Conclusions based on this data:

1. Carl H. Sundahl Elementary has an attendance rate of an average of 96.9% which meets the district goal. Over the past six years our attendance average has been 97%.
2. The Principal and office clerk will continue the use of Attention 2 Attendance (A2A) to maintain records and communication with families on students who are chronically tardy/truant.
3. Parent meetings are held to address individual family attendance concerns. These meetings are held informally and formally through the School Attendance Review Team (SART) process. We continue to focus on student engagement with the hopes that engaged students are eager to come to school.

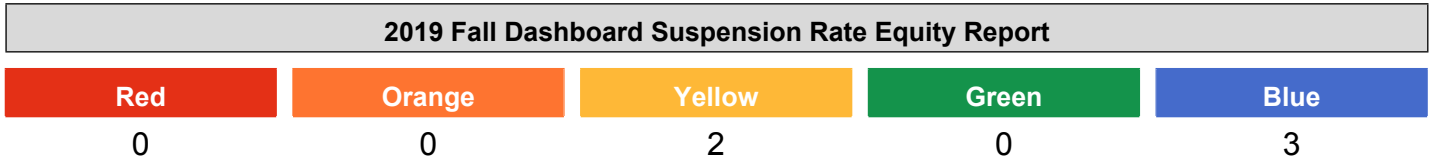
School and Student Performance Data

Conditions & Climate Suspension Rate







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



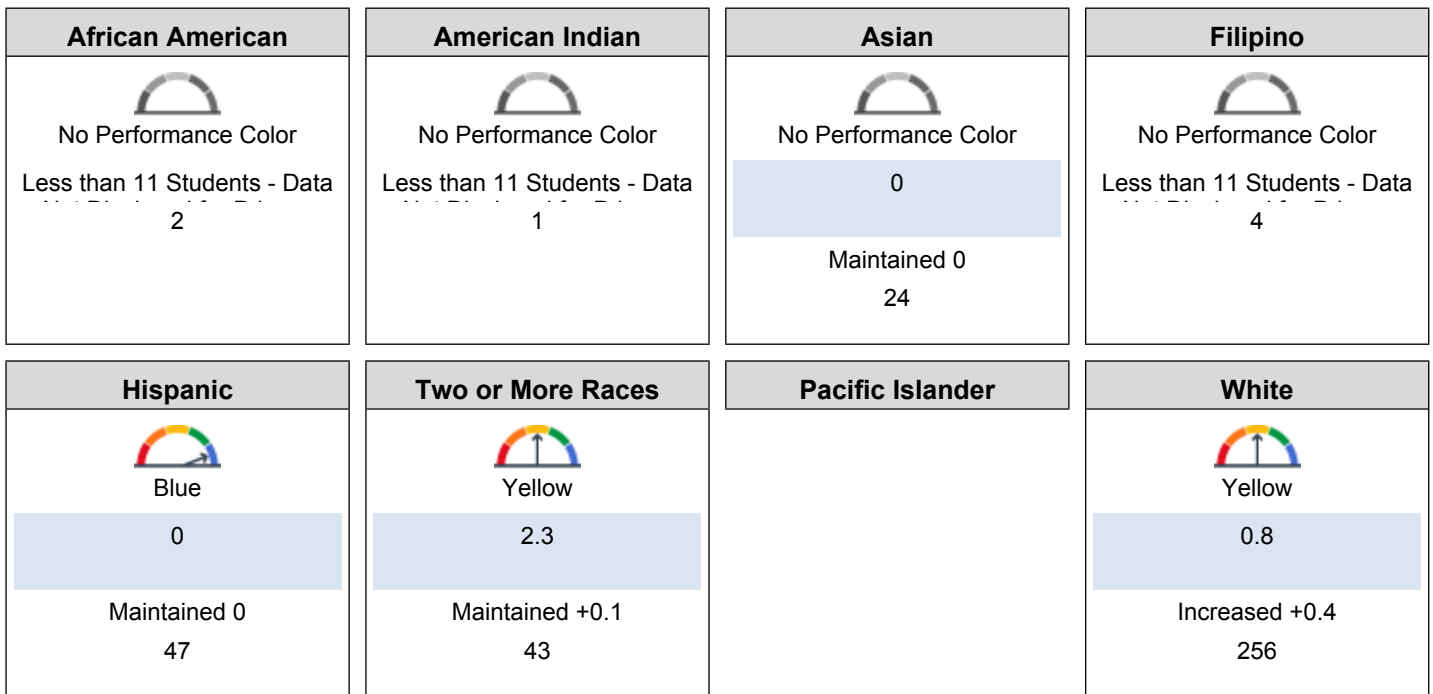
This section provides number of student groups in each color.



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		
<p>All Students</p>  Yellow 0.8 Increased +0.3 377	<p>English Learners</p>  No Performance Color 0 Maintained 0 11	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3
<p>Homeless</p>  No Performance Color 0 15	<p>Socioeconomically Disadvantaged</p>  Blue 0 Declined -3.7 67	<p>Students with Disabilities</p>  Blue 0 Declined -1.8 46

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.8

Conclusions based on this data:

1. Carl H. Sundahl Elementary continues to maintained a low suspension rate.
2. Due to our strong PBIS team, student needs are addressed and there is a continual focus on reinforcing positive behaviors. Student are acknowledged weekly and work to earn Dazzling Dolphins for lunch with the principal.
3. Teachers employ strong classroom management skills and there is a constant focus on de-escalation practices and alternatives to suspensions.

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

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

Further achievement of all students. All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

Identified Need

Fine tune our MTSS groupings through identifying essential standards, common assessment to target student needs that drives our classroom instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.1 Credential Audit	100% appropriate credentials	Maintain 100% Ensure all certificated staff have appropriate credentials and all employees are evaluated based on district standards and timelines.
1.2 Williams Act Facilities Audit	100% in good repair	Maintain 100% - school is new after recent construction.
1.3 Williams Act instructional Materials Audit	100% compliance	Maintain 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students - Kinder - 5th grade

Strategy/Activity

Instruction and supports provided for targeted alignment and CCSS mastery.

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)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Release time for Professional Development (PD) and training

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students - grades K-5th

Strategy/Activity

PLC Institute training follow up, Social Emotional Learning through our school wide PBIS team and Second Step curriculum. Six teachers to attend Rtl training in spring of 2020 postponed due to school closures.

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)

6,500

Source(s)

Donations
None Specified
Site/District level Professional Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Scheduled PLC/Staff Meetings (LCAP 3.2)

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)

None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

In spring 2019, nine teachers attended the two-day Rtl workshop put on by Solution Tree. This Professional Development helped us fine tune our MTSS to ensure timely, targeted intervention for all students. We had an additional 6 teachers slated to attend this spring when we faced school closures. The Rtl training is planned to be rescheduled in fall of 2020, although cancelled again due to school closures.

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

There are no differences in the intended implementation to the strategies and activities.

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.

No foreseeable changes can be anticipated, although events and activities may be postponed due to school closures.

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

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

- 2.1 Increase student attendance rates and reduce chronic absences.
- 2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
- 2.3 Decrease 8th grade dropout rates.
- 2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
- 2.5 Increase family engagement and parent input and the utilization of volunteers.
- 2.6 Increase community partnerships that support student learning.
- 2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

Increase parent and student engagement and provide a safe, healthy, and positive learning environment.

Identified Need

Continued outreach to families and community partners to increase student engagement and school support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Average of 96% over past few years	Maintain 96% or higher
Suspension rate	1 suspension 2019/20	Maintain low suspension rate
Volunteers and parent attendance	High volunteer rate	Maintain all parent engagement

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, K-5th grades

Strategy/Activity

Parent communication in regards to importance of attendance through the use of our Attention to Attendance (A2A) attendance program. Distribute communication at Back to School Night in regards to the importance of attendance. Will incorporate additional messaging throughout the school year.

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)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent Outreach and school communication

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)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Parent Coordinator -
2.5 Increase family engagement and parent input and the utilization of volunteers.
2.6 Increase community partnerships that support student learning.
2.7 Increase the efficiency, timeliness and accessibility of district communications.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PBIS school wide & Second Step Curriculum. New for the 2019-2020 school year we added "Special Friends" program here at Carl H. Sundahl Elementary. This allowed for a total of 36 students to receive social and emotional support throughout the school year (The last group was cut short due to COVID-19 school closures). This year the program will continue to serve students online. Implementation of weekly character traits - be kind, be respectful, be responsible, be productive, be friendly. Teacher selects one student each week to be honored for showing these traits. Dazzling Dolphins handed out to students who are "caught" following our Dolphin 5. As a reward, student have lunch with the principal once a month. We held a STEM engagement night

this year that was attended by over 100 of our students. It was again planned for this year, but may be cancelled due to school closure.

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)

3,500

Source(s)

Donations
2000-2999: Classified Personnel Salaries
School wide incentives

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Our Parent Coordinator has taken on the updating of our school website as well as our school marquee. The addition of Special Friends provided much needed emotional support for a select group of students.

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

There are no differences between the goal and our strategies to meet the goal.

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.

There are no anticipated changes, although Distance Learning may cause events and activities to be postponed.

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

Provide students with high quality classroom instruction and access to a broad course of study.
 3.1 Provide professional development in new adoptions and local curriculum.
 3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
 3.3 Provide access to A-G, Career and Technical Education (CTE), International Baccalaureate (IB), Advanced Placement (AP,) and Science, Technology, Engineering, and Mathematics (STEM) courses.

Goal 3

Provide student with high quality classroom instruction and access to a broad course of study.

Identified Need

We will work to provide high quality first instruction, using Guaranteed and Viable curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development	Ongoing PD during staff meetings	Increase knowledge and access to additional instructional strategies
EL Instructional strategies	Ongoing review of EL standards and use of EL adopted materials	Reclassified Fluent English Proficient (RFEP) students
RtI training and implementation	ongoing review of academic data	Increase in student assessment scores
SIPPS Trained	All K-2 teachers	Increase in beginning reading scores

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)

5th grade students

Strategy/Activity

5th grade Science camp

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)

350

Source(s)

Donations
1000-1999: Certificated Personnel Salaries
Planning of trip

LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Ongoing development of Lab - for STEM & Art activities

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)

500

Source(s)

LCFF - Supplemental

Certificated

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

4th & 5th grade students

Strategy/Activity

Math Bowl

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)

Donations

Classified and Certificated

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

MTSS/Every Child By Name Meetings - These meetings allowed us time to properly place students in appropriate MTSS groups.

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)

1,000

Source(s)

Title III

1000-1999: Certificated Personnel Salaries Categorical Programs funds up to 3 substitutes to provide release time for teacher to attend ECBN meetings three times a year.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Through extension activities such as the Math Bowl and 5th grade trip to Nature Bridge we look for ways to extend the student inside and outside the classroom. Our STEM lab gives students an opportunity to explore science and art in an innovative, hands on setting.

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

There are no differences between the goal and the strategies designed to meet it.

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.

There are no anticipated changes, although Distance learning may cause activities and events to be postponed.

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

Student progress and educational outcomes will be monitored for success using assessment results.
 4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).
 4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
 4.3 Ensure English Learners make yearly progress.
 4.4 Ensure Special Education students make yearly progress.
 4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.
 4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Goal 4

Student progress and educational outcomes will be monitored for success using assessment results.

Identified Need

Through or grade level PLC meetings teachers will work to identify essential standards and common assessments. These assessments (formative) will be used to drive instruction and form our MTSS groupings. During MTSS times students will receive timely interventions as needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP ELA & Math	2019-2020 data	Increase levels of meeting/exceeding standards
iReady ELA & Math	2019-2020 data	Increase student growth targets
ELPAC	2019-2020 data	Increase RFEP reclassifications
SIPPS	2019-2020 data	Students will complete SIPPS with mastery by 2nd grade

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Every Child By Name Meetings

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)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Release time for collaboration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PLC grade level meeting & release time as needed.

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)

6,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Provides targeted interventions to identified students

LCFF - Supplemental
3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Our goal will be to closely monitor all student progress and provide timely, systematic, targeted interventions as needed.

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

There are no differences between this goal and the strategies designed to meet it.

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.

None anticipated. We will work to fine tune our MTSS system. There may be activities and events postponed due to COVID-19 school closures.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$17,850.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title III	\$1,000.00

Subtotal of additional federal funds included for this school: \$1,000.00

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

State or Local Programs	Allocation (\$)
Donations	\$10,350.00
LCFF - Supplemental	\$6,500.00

Subtotal of state or local funds included for this school: \$16,850.00

Total of federal, state, and/or local funds for this school: \$17,850.00

School Site Council Membership

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

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

Name of Members	Role
Monika Himmrich	Principal
Susanna Clark	Classroom Teacher
Taryn McCusker	Classroom Teacher
Jill Thorndyke	Classroom Teacher
Wendy Perez	Classroom Teacher
Kristina Ross	Classroom Teacher
Nicola Mayo	Other School Staff
Elisa Webster	Other School Staff
Jenny Kovesdy	Parent or Community Member
Rosemary Jamison	Parent or Community Member
Kim Walker	Parent or Community Member
Kendall Macky	Other School Staff
James Wood	Parent or Community Member
Layla Fassler	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.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
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Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

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

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 8/26/2020.

Attested:



Principal, Monika Himmrich on 8/26/2020



SSC Chairperson, Susanna Clark on 8/26/2020

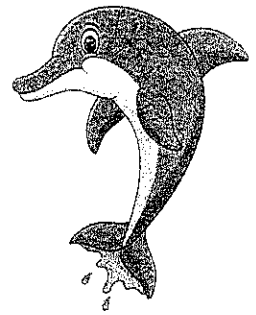
**Carl Sundahl Elementary
School Site Council
Agenda**

**August 26, 2020
1:30pm**

- Welcome & Introductions
- What is a School Site Council?
- Uniform Complaint Procedure
- School Site Plan & Approval
- Principal updates
 - Distance learning
- Teacher Updates
- Questions?



Carl Sundahl Elementary



Site Council Meeting

August 26, 2020

Name	Signature
Kristina Ross	
Susanna Clark	
Taryn McCusker	
Jill Thorndyke	
Marika Himmrich	
Wendy Perez	
Nicola Mayo	
Kim Walker	
Elisa Webster	
Jenny Kovacsdy	
Rosemary Jamison	
Kendall Mackey	
James Wood	
Layla Fessler	

* See attached download from
Teams meeting
attendance.

Site Council Attendance downloaded from Teams 8/26/20

Full Name	User Actio	Timestamp
Monika Hii	Joined	8/26/2020, 1:17:14 PM
James Wo	Joined	8/26/2020, 1:22:25 PM
James Wo	Left	8/26/2020, 1:23:05 PM
James Wo	Joined	8/26/2020, 1:23:05 PM
Susanna Cl	Joined	8/26/2020, 1:23:32 PM
Kristina D I	Joined	8/26/2020, 1:27:09 PM
Taryn Mc C	Joined	8/26/2020, 1:27:15 PM
Rosemary	Joined	8/26/2020, 1:27:28 PM
Jenny Kovr	Joined	8/26/2020, 1:27:56 PM
Jenny Kovr	Left	8/26/2020, 1:47:30 PM
Wendy Pei	Joined	8/26/2020, 1:28:25 PM
Kendall Mi	Joined	8/26/2020, 1:28:58 PM
Jill Thornd	Joined	8/26/2020, 1:29:01 PM
Nicola Ma	Joined	8/26/2020, 1:29:04 PM
Nicola Ma	Left	8/26/2020, 1:43:48 PM
Nicola Ma	Joined	8/26/2020, 1:44:54 PM
Elisa Webs	Joined	8/26/2020, 1:30:48 PM
Elisa Webs	Left	8/26/2020, 1:47:29 PM
+1 925-96:	Joined	8/26/2020, 1:31:03 PM
+1 925-96:	Left	8/26/2020, 1:31:14 PM
+1 925-96:	Joined	8/26/2020, 1:31:14 PM
+1 510-70:	Joined	8/26/2020, 1:31:04 PM
+1 510-70:	Left	8/26/2020, 1:31:15 PM
+1 510-70:	Joined	8/26/2020, 1:31:15 PM
Fassler, La	Joined	8/26/2020, 1:33:21 PM
Fassler, La	Left	8/26/2020, 1:47:30 PM
Kendall Mi	Joined	8/26/2020, 1:42:48 PM
Ryder S W	Joined	8/26/2020, 1:49:18 PM
Ryder S W	Left	8/26/2020, 1:49:34 PM
Ryder S W	Joined	8/26/2020, 1:49:45 PM
Layla Fassl	Joined	8/26/2020, 1:54:26 PM
Jenny	Joined	8/26/2020, 1:57:05 PM

**Carl Sundahl Site Council
MINUTES
August 26,2020**

Meeting called to order by Monika Himmrich.

In attendance were Kristina Ross, Susanna Clark, Taryn McCusker, Jill Thorndyke, Wendy Perez, Nicola mayo, Kim Walker, Elias Webster, Jenny Kovesdy, Rosemary Jamison, Kendall Mackey, James Wood, Layla Fassler
Site Council members introduced themselves.

Monika Himmrich described the Site Council and ELAC definitions, requirements, goals and focus.

- CA mandates that schools write a plan for student achievement to analyze data, describe the goals for the year how funds will be spent at the school site level.
- Schools are required to have a School Site Council when they receive funds from the federal government
- Equal members

Complaint Procedures

Mrs. Himmrich explained that there is a formal complaint procedures for the school district

- Williams Complaint
- Uniform Complaint
- General Complaint

Although there are these options, Mrs. Himmrich urged all parents to always start at the school site with the teacher & principal. When working together there is very little we cannot solve.

The School Site Plan:

The plan had been emailed to all members prior to the meeting. Mrs. Himmrich explained that each year the school district develops the district LCAP. Based on the goals of the LCAP our school site then develops our own school site plan. At the meeting we focused on our 4 goals for the year. As a group we worked through all four goals; explaining and answering questions until group consensus and understanding was reached. Discussion was had over this year focusing on the essential standards at each grade level.

A motion was made by Susanna Clark to approve the School Site Plan.

The motion was seconded by Jill Thorndyke.

All members were in favor of the plan being approved.

Principal Updates

- **Distance learning**
- Discussion over decline in enrollment and parents choosing homeschooling options for their child.
- Share out between teachers & parents about what is working well & what is not.
- Teachers encouraged parents to communicate with them as to what they are seeing on their end.

Next meeting will be held in January & Monika will communicate exact date.

2:25pm The meeting was adjourned.