

School Year: **2022-23**



# 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	School Site Council (SSC) Approval Date	Local Board Approval Date
Carl H. Sundahl Elementary School	34673306106892	August 30, 2022	October 20, 2022

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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  
Comprehensive Support and Improvement  
Targeted Support and Improvement  
Additional Targeted Support and Improvement

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 FCUSD Local Control and Accountability Plan (LCAP). We will strive to meet the Every Student Succeeds Act (ESSA) through 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 strong Positive Behavioral Interventions and Support (PBIS) structures. Essential Standards are identified and common assessments are in place to ensure timely interventions through our Multi-Tiered System of Support (MTSS). Every Student By Name Meetings (ESBN) are held once each semester to formally monitor 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) vision and mission.

### VISION STATEMENT

Empowering all students to thrive through educational excellence.

### MISSION STATEMENT

FCUSD is committed to providing excellence in educational programs that carry high expectations for each student's success. In collaboration with our community, the mission of FCUSD is to ensure all students demonstrate high levels of learning through our commitment to continuous cycles of improvement, transformative social emotional learning, and engaging, culturally responsive instruction.

## 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 (PTA), School Site Council (SSC), and daily interactions and communications with staff, parents are encouraged to voice their questions and concerns. The school principal follows up with every inquiry from parents and disseminates information to keep all stakeholders informed.

## 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 using the district's evaluation process and timeline. Principal walk throughs and informal observations are also completed weekly. 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)

The California Assessment of Student Performance and Progress (CAASPP) is administered to all students in grades three through five each year. All students complete a diagnostic assessment in grade level English language arts and math using Renaissance three times a year. We also use a variety of district assessments to gather information about students. These include oral reading passages, Benchmark assessments, and enVision Math topic tests that are given to monitor student progress. Results are used to plan instruction and provide interventions as needed. Teachers participate in Professional Learning Communities (PLC) in order to support and increase student achievement.

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

Teachers conduct checks for understanding and formal curriculum assessments regularly. They use the results of these assessments to target students for reteaching and to place students into intervention programs. District and state assessment data is available to staff through Illuminate, an assessment data platform, and moves with students so that we can monitor progress over time. Student data is discussed both formally and informally by staff during weekly Common Planning Time, each semester when we complete Every Child By Name conferences, and as needed during parent conferences and Student Success Team 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 Professional Development provided by the Folsom Cordova Unified School District (FCUSD) as well as monthly site trainings. This year, teachers participated in four days of professional development before school started that included instruction in new technology tools, Professional Learning Communities, intervention resources, math curriculum, and Social-Emotional Learning (SEL).

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

Professional Development is aligned to evidenced-based practices, addresses the Common Core State Standards (CCSS), and is designed to support our ongoing Professional Learning Communities (PLC) work. Professional learning this year will also align with our district's focus on using SEL as a bridge to equity. There are also opportunities for staff to dive deeper into the research on how students learn to read through a 60-hour course in Language Essentials for Teachers of Reading and Spelling (LETRS).

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

District lead teachers, site level coaches and administrators support our teachers. Carl H. Sundahl Elementary also has five site level coaches who provide trainings and individual support for teachers in the areas of Climate, Technology, Professional Learning Community work on essential standards, and English language development.

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

Teachers collaborate formally and informally throughout the month to support instruction and learning. Formally, grade level collaboration occurs weekly during Common Planning Time (CPT). During CPT we are taking a deep dive into Professional Learning Communities (PLC) and establishing structures and tools to guide our work. Our PLC meetings focus on guaranteed and viable curriculum, essential standards, and formative assessment. Informally, teachers meet on a daily basis to discuss curriculum, share lesson ideas, and address student needs. Collaboration also occurs across grade levels informally and in vertical "Leadership Teams".

## Teaching and Learning

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

All teachers use 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.

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

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 of academic programs. Instructional minutes are set aside for daily MTSS rotations that provide students with differentiated instruction and higher levels of intervention if needed.

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. 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), Renaissance Freckle, and Step Up to Writing.

## Opportunity and Equal Educational Access

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

Carl H. Sundahl Elementary utilizes an MTSS/Learning Center model. We provide differentiated instruction as needed throughout the school day and formally during an MTSS block. In addition to classroom instruction, some students visit the Learning Center (Special Education) and Learning Lab (General Education) for additional support. In addition to academics, we support students socially and emotionally through schoolwide climate and PBIS initiatives including Cool2BKind week, Dazzling Dolphins, Second Step, cross-age buddies, and Special Friends.

Evidence-based educational practices to raise student achievement

Core instruction uses an adopted curriculum including Benchmark Advance and EnVision Math and emphasizes evidenced based practices such as student engagement, frequent checks for understanding, and informal and formal reteaching. Supplemental curriculum such as Systematic Instruction in Phonics, Phonemic Awareness and Sight Words (SIPPS), Read Naturally, Renaissance Freckle, and Lexia Core 5 are used for additional intervention in ELA and math.

## Parental Engagement

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

With help from the school PTA, we provide parental engagement through family nights, weekend events, and adult education programs. Parents volunteer - tutoring target students, supporting special programs and events, and enabling classes to take educational field trips off-site - enriching and extending learning in wonderful ways. Family education events range from enrichment assemblies on science and math to formal training that supports parenting such as Love and Logic.

We maintain a robust website that receives thousands of visits monthly that we use to communicate with and engage our community about instruction, intervention, and supplemental learning opportunities.

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)

Parents serve on School Site Council, on PTA committees, and as classroom and schoolwide volunteers. Our School Site Council (SSC) consists of equal numbers of staff and parents who meet on a regular basis to review programs and priorities and advise the principal.

## Funding

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

Funds for PD and CCSS supplies are paid for out of categorical programs.

## Fiscal support (EPC)

Current supports include English Language Learner (ELL) funds for Bilingual Instructional Assistants (BIAs) and interventions and Title 2 funds for Lead Teachers and Site level Common Core implementation, climate, and technology coaches.

## Educational Partner 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.

Community meetings including Site Council, LCAP, and PTA General Meetings are held throughout the year. At these meetings site and Local Control Accountability Plan (LCAP) goals are shared and discussed. Staff, parents, and community members provide input through both discussion and online surveys. A formal review of the SPSA is conducted at Site Council meetings - which are open to the public.



## Resource Inequities

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

The COVID-19 pandemic and associated school closures have produced a variety of inequities we need to ameliorate. These include access to computers and the internet for distance learning, households where parents and caregivers are not available to assist students with instruction, and households where parents' English skills impede communication with staff and our adopted learning management systems. During school closure students with special needs had limited access to direct support providers and specialized academic instruction (SAI).

# School and Student Performance Data

## Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.28%	%	%	1		
African American	0.28%	0.3%	0.93%	1	1	3
Asian	4.48%	5.8%	2.78%	16	17	9
Filipino	1.4%	2.8%	2.16%	5	8	7
Hispanic/Latino	13.17%	12.4%	14.20%	47	36	46
Pacific Islander	0%	%	%	0		
White	66.95%	66.7%	69.44%	239	194	225
Multiple/No Response	13.45%	12.0%	10.49%	48	35	34
	<b>Total Enrollment</b>			357	291	324

## Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	70	47	54
Grade 1	39	57	60
Grade 2	69	30	65
Grade 3	56	60	33
Grade 4	71	43	61
Grade 5	52	54	51
<b>Total Enrollment</b>	357	291	324

### Conclusions based on this data:

1. Approximately 30 families who had left school during the Pandemic returned to Carl H. Sundahl Elementary during the 2021-2022 school year.
2. The ethnic and racial makeup of the student population has remained steady over the last three years. Approximately 70 percent of our students are white.
3. Grade level data shows a "bubble" or slightly higher number of students at 2nd grade. These bubbles are typical and why we often have at least one grade level combination class each year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	8	5	9	2.2%	1.70%	2.8%
Fluent English Proficient (FEP)	11	10	14	3.1%	3.40%	4.3%
Reclassified Fluent English Proficient (RFEP)	0	2		0.0%	0.70%	

### Conclusions based on this data:

1. Declining enrollment during the Pandemic resulted in a decrease in English Learners.
2. Despite our small English Learner (EL) population, we strive to support this population on a daily basis with targeted English language development and instruction in reading comprehension, vocabulary, and syntax.
3. English Learners are being reclassified at an appropriate rate.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	77	59	34	74	0	32	74	0	32	96.1	0.0	94.1
Grade 4	53	43	59	53	0	59	53	0	59	100	0.0	100.0
Grade 5	65	55	53	65	0	53	65	0	53	100	0.0	100.0
All Grades	195	157	146	192	0	144	192	0	144	98.5	0.0	98.6

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2499.		2499.	64.86		53.13	20.27		21.88	6.76		25.00	8.11		0.00
Grade 4	2538.		2564.	64.15		69.49	11.32		16.95	13.21		10.17	11.32		3.39
Grade 5	2555.		2571.	36.92		50.94	40.00		33.96	13.85		7.55	9.23		7.55
All Grades	N/A	N/A	N/A	55.21		59.03	24.48		24.31	10.94		12.50	9.38		4.17

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	60.81		34.38	27.03		59.38	12.16		6.25
Grade 4	58.49		52.54	32.08		44.07	9.43		3.39
Grade 5	53.85		45.28	40.00		47.17	6.15		7.55
All Grades	57.81		45.83	32.81		48.61	9.38		5.56

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	45.95		46.88	44.59		50.00	9.46		3.13
Grade 4	49.06		61.02	43.40		33.90	7.55		5.08
Grade 5	47.69		39.62	41.54		54.72	10.77		5.66
All Grades	47.40		50.00	43.23		45.14	9.38		4.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	47.30		31.25	50.00		62.50	2.70		6.25
Grade 4	43.40		22.03	52.83		76.27	3.77		1.69
Grade 5	24.62		24.53	66.15		69.81	9.23		5.66
All Grades	38.54		25.00	56.25		70.83	5.21		4.17

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50.00		31.25	43.24		68.75	6.76		0.00
Grade 4	49.06		32.20	37.74		64.41	13.21		3.39
Grade 5	43.08		35.85	47.69		54.72	9.23		9.43
All Grades	47.40		33.33	43.23		61.81	9.38		4.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. 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 2020 or 2021.
2. An abbreviated CASSPP was administered in 2022; we look forward to analyzing and using the results to improve instruction.
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.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	77	59	34	74	0	33	74	0	33	96.1	0.0	97.1
Grade 4	53	43	59	53	0	59	53	0	59	100	0.0	100.0
Grade 5	65	55	53	65	0	53	65	0	53	100	0.0	100.0
All Grades	195	157	146	192	0	145	192	0	145	98.5	0.0	99.3

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2492.		2489.	52.70		51.52	25.68		21.21	12.16		21.21	9.46		6.06
Grade 4	2529.		2541.	35.85		54.24	33.96		25.42	30.19		16.95	0.00		3.39
Grade 5	2558.		2567.	38.46		45.28	27.69		30.19	30.77		16.98	3.08		7.55
All Grades	N/A	N/A	N/A	43.23		50.34	28.65		26.21	23.44		17.93	4.69		5.52

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	66.22		57.58	21.62		39.39	12.16		3.03
Grade 4	56.60		54.24	33.96		38.98	9.43		6.78
Grade 5	47.69		39.62	41.54		52.83	10.77		7.55
All Grades	57.29		49.66	31.77		44.14	10.94		6.21

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	59.46		51.52	32.43		42.42	8.11		6.06
Grade 4	41.51		44.07	54.72		47.46	3.77		8.47
Grade 5	35.38		39.62	53.85		50.94	10.77		9.43
All Grades	46.35		44.14	45.83		47.59	7.81		8.28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	60.81		36.36	32.43		57.58	6.76		6.06
Grade 4	49.06		45.76	43.40		50.85	7.55		3.39
Grade 5	32.31		30.19	60.00		62.26	7.69		7.55
All Grades	47.92		37.93	44.79		56.55	7.29		5.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. From 2015 to 2019 students meeting or exceeding standards has gone from 63% to 72%.
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. We will work to adhere to fidelity of instruction using the enVision math curriculum and identify supplemental intervention materials for students not meeting standards.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		5
1	*	*	*	*	*	*	*	*	*	*	*	5
3	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades												10
												6
												7

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*	*		*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*	*		*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*	*		*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*
1	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*
1	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*		*	*		*	*		*	*		*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*		*	*		*	*		*	*		*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. ELPAC data is incomplete for the most recent years.
2. We work hard to support our ELL students so they can continue to be Reclassified Fluent English Proficient (RFEP).
3. Vocabulary development is a goal for all students with a focus on our EL students.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>291</b>	<b>10.0</b>	<b>1.7</b>	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.	

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	1.7
Foster Youth		
Homeless	10	3.4
Socioeconomically Disadvantaged	29	10.0
Students with Disabilities	31	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
American Indian or Alaska Native		
Asian	17	5.8
Filipino	8	2.7
Hispanic	36	12.4
Two or More Races	35	12.0
Native Hawaiian or Pacific Islander		
White	194	66.7

### Conclusions based on this data:

1. The majority of the population, about 70 percent, at Carl H. Sundahl Elementary is white.

2. We do have small subgroups where we need to continue to monitor for success (EL = 3%, Homeless = 3%, Socioeconomically Disadvantaged = 14%)
3. We continually look for ways to welcome, include, and celebrate students and families from different backgrounds. Following the start of the war in Ukraine, several refugee families joined our school community. Staff receives training on equity and inclusion, support for English language learners, and how to maximize translation tools such as Language Line and Google Translate to engage parents who are limited English speakers.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. At Carl H. Sundahl Elementary the attendance rate for the 2019-2020 school year was approximately 97%. This has been consistent over the past six years.
2. The school had one suspension for the 2019-2020 school year. Our Climate / PBIS Team meets monthly to help grow positive behavior supports and interventions.
3. Chronic Absenteeism was 3.8 percent in 2019-2020. No data is available for 2020-2021. These students are identified by our Attendance Team and supported as needed.

# School and Student Performance Data

## Academic Performance English Language Arts

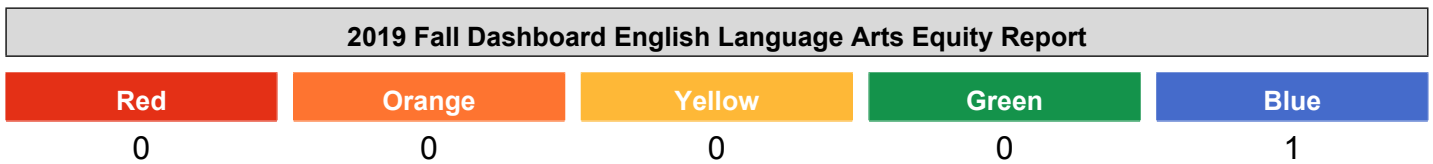
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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

**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 ++19.7 points 17	 No Performance Color 0 Students	 Blue 67.4 points above standard Increased Significantly ++22.0 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 ++22.0 points 167

**Conclusions based on this data:**

1. In 2019, our only significant subgroup was white students. They and all other racial/ethnic subgroups showed an increase in performance.
2. Overall students are performing 37.9 points above standard. Due to COVID-19 there will be no new CAASSPP scores for 2020 or 2021.
3. Our data shows students with disabilities performing below the standard.

# School and Student Performance Data

## Academic Performance Mathematics

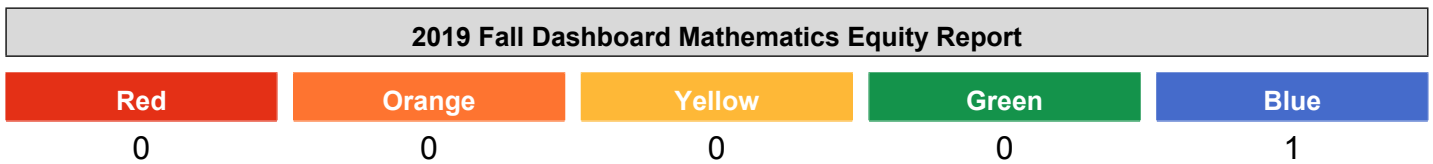
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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> <p>Blue</p> <p>45.2 points above standard</p> <p>Increased ++13.7 points</p> <p>184</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>72.6 points above standard</p> <p>Increased Significantly ++40.1 points</p> <p>11</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>19.2 points above standard</p> <p>Increased ++5.4 points</p> <p>29</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>19.7 points above standard</p> <p>Increased Significantly ++24.2 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 <span style="background-color: #e1eef6; padding: 2px;">63.6 points above standard</span> Increased Significantly ++12.8 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 <span style="background-color: #e1eef6; padding: 2px;">15.6 points above standard</span> Increased ++6.5 points 25	 No Performance Color <span style="background-color: #e1eef6; padding: 2px;">57.2 points above standard</span> Increased Significantly ++25.0 points 17	(Empty cell)	 Blue <span style="background-color: #e1eef6; padding: 2px;">47.9 points above standard</span> 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	<span style="background-color: #e1eef6; padding: 2px;">43 points above standard</span> Increased ++10.7 points 167

### Conclusions based on this data:

1. Due to COVID-19, there are no new test results for 2020 and 2021.
2. All subgroups saw an increased in performance.
3. White students saw the smallest increase in performance in 2019 of all the racial/ethnic subgroups.

# School and Student Performance Data

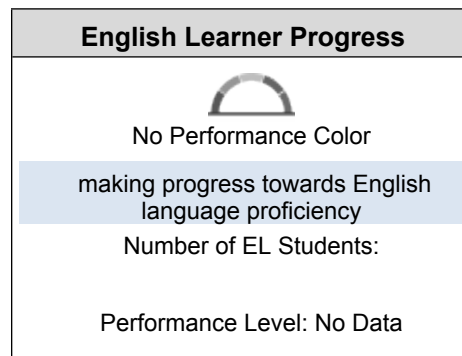
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

#### Conclusions based on this data:

1. The 2019 Dashboard contains no English language acquisition results for our students.
2. Supporting English learners with high quality English language development instruction remains a focus.
3. Professional development focused on best practices and high quality initial instruction for English Learners are a priority.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. We service students in K-5th grades, building a strong foundation for learning.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

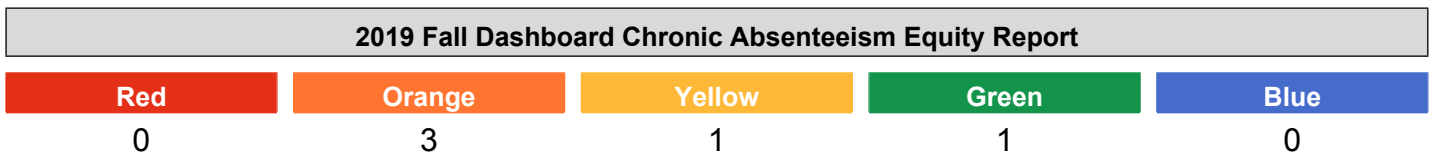
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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		
<p><b>All Students</b></p> Yellow 3.8 Increased +1.5 370	<p><b>English Learners</b></p> No Performance Color 18.2 Increased +18.2 11	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p> No Performance Color 13.3 15	<p><b>Socioeconomically Disadvantaged</b></p> Orange 10.6 Increased +1.2 66	<p><b>Students with Disabilities</b></p> 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 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 of students who are chronically tardy/truant.
3. Parent meetings are held to address individual family attendance concerns and to implement attendance interventions. These meetings are held informally and formally through the School Attendance Review Team (SART) process. We continue to focus on student engagement and relationship building to ensure that students are eager to come to school.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

### Conclusions based on this data:

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

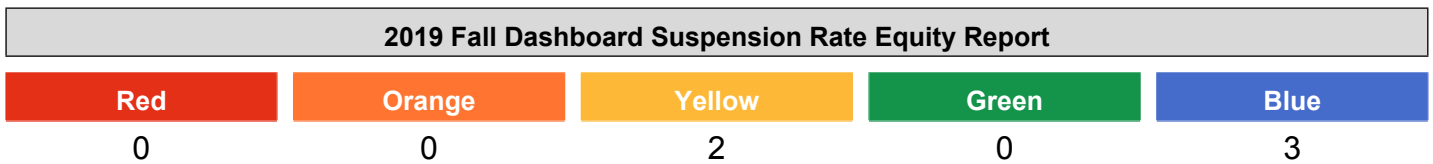
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 1	 No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> Maintained 0 24	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> Maintained 0 47	 Yellow <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">2.3</div> Maintained +0.1 43	<div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> Maintained 0 47	 Yellow <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0.8</div> Increased +0.4 256

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. One student was suspended during the 2019 school year.
2. Carl H. Sundahl continues to work to develop a positive school culture and climate that includes all students, features robust PBIS practices, and makes use of restorative practices in response to errant student behavior.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Curriculum and Instruction

## LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly-qualified teachers and have access to a curriculum that 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 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

## Goal 1

At Carl H. Sundahl Elementary, highly qualified teachers will engage and instruct students in district adopted curriculum.

## Identified Need

Teacher effectiveness is highly correlated with student achievement.

## 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 that 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

Strategy/Activity

Annual teacher evaluations

### 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

Strategy/Activity

Solution Tree Rtl at Work Training. In 2019 nine of our teachers were introduced to the work of Mike Mattos on Rtl and PLCs. Five additional teachers are schedule to attend the same workshop this 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)

6,500

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

Beginning Teacher Support and Assistance program (BTSA) and school site level support for new teachers

### 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  
Experienced site and district teachers provided mentoring, instruction, and observation opportunities to the five teachers on our site participating in BTSA.

#### **Strategy/Activity 4**

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

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

Identified English Learners (EL)

##### Strategy/Activity

Program Monitor and Bilingual Instructional Assistant Site Level Support

##### **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)

1200

##### Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Stipend for Program Monitor to ensure coherence and English learner support

#### **Strategy/Activity 5**

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

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

All Students

##### Strategy/Activity

Carl H. Sundahl teachers will meet weekly during CPT to answer the four PLC questions.

##### **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: 2021-22**



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 RtI 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 five teachers slated to attend the Solution Tree workshop in the spring of 2020 when schools closed. The RtI training is scheduled for September of 2022 and our team is excited to participate. CPT was implemented across the district this year. Teachers now have dedicated collaborative work time focused on student success.

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 are anticipated.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Carl Sundahl will increase parent and student engagement and provide a safe, healthy, and positive learning environment

## LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning, and outcomes for LCAP student groups (state priority 3, 5, and 6).  
 2.1 - Increase student attendance rates and reduce chronic absences for all students.  
 2.2 - Increase the high school graduation rate and decrease the dropout rate.  
 2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.  
 2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.  
 2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.  
 2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

## Goal 2

Carl H. Sundahl Elementary will increase student and parent engagement and create a healthy, and positive learning environment.

## Identified Need

The foundation of learning is a safe and welcoming environment where students and families feel connected.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Average of 97% over past few years	Maintain 97% or higher
Suspension rate	0 suspensions during the 2021-2022 school year	Maintain low suspension rate
Volunteers and parent attendance at events	Due to COVID only 30 volunteers are currently approved	Increase the number of approved volunteers

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

Attendance tracking and recognition 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)

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

Increase parent outreach and communication tools including monthly newsletters, weekly email blasts, and a streamlined website.

### 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

Implement Special Friends Program.

### 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

#### **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

Implement school wide PBIS structures and incentives including Dazzling Dolphins, the Dolphin Store, and Dolphin Five Awards.

##### **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)

#### **Strategy/Activity 5**

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

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

All Students

Strategy/Activity

Increase family education events such as Author Night, Math Night, STEM Night, and educational assemblies (e.g. Phil Tulga) that bring the community together for fun learning experiences.

##### **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)

5000

Source(s)

Parent-Teacher Association (PTA)

## **Annual Review**

**SPSA Year Reviewed: 2021-22**

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 does an extraordinary job of keeping the school website current with information, resources, and photos. She also posts important information to our digital marquee. The addition of the Special Friends program has provided much needed emotional support for students; 40 students participated during the 2021-2022 school year. We are working closely with the district to process and approve new parent volunteers now that parents are allowed on campus and to chaperone enrichment field trips.

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Cross-Curricular Content Area Instruction

## LEA/LCAP Goal

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)  
 3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.  
 3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.  
 3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.  
 3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP), and Science, Technology, Engineering, and Mathematics (STEM) courses to ensure students are college and career ready.

## Goal 3

Carl H. Sundahl Elementary provides staff with professional development to support all students to reach high levels of learning.

## Identified Need

We want all students to achieve at high levels.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance Star Math and Star Reading	GE Baseline = 3.3 Math and 3.8 ELA	One grade level equivalent increase in both ELA and Math
Grade Level PLC Meetings	CPT scheduled four times a month	Identify focus Essential Standards and Common Formative Assessments for each grade level on a monthly basis

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

Train new cohort of teachers in RtI and PLC work through participation in Mike Mattos (rescheduled) RtI at Work professional development program.

**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

LCFF - Supplemental  
5800: Professional/Consulting Services And  
Operating Expenditures

**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

Use new CPT structure to meet weekly with a focus on student success. Use PLC practices including establishing norms, answering the Four Questions, and identifying common formative assessments.

**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  
Support from Lead Teachers and Coaches

**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

Integrate Intervention Teachers and instructional assistant(s) into RtI as collaborative partners to support teacher led differentiation and address COVID-19 learning loss.

**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)

General Fund

1.5 Intervention Teachers; Intervention Instructional Assistant

**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

Schedule Every Student By Name meetings each semester. These meetings allowed us time to monitor progress to ensure all students achieve high levels 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)

1,000

Title III

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

**Strategy/Activity 5**

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

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

Identified English Learners (EL)

Strategy/Activity

Offer training to teachers, para educators, and bilingual instructional assistants in language development strategies and curriculum including Benchmark Go and Lexia English.

**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)



# Annual Review

## SPSA Year Reviewed: 2021-22

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.

The COVID-19 pandemic led to the cancelation of the Solution Tree training in 2021. The Curriculum and Instruction Department's focus on PLC will support our site work and professional development efforts.

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 Solution Tree Rtl training with Mike Mattos has been rescheduled for 2022.

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 changes are anticipated.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Data tracking and Assessment

## LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 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 grade level progress through access to grade level curriculum and quality first instruction.

4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.

4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

## Goal 4

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

## Identified Need

Staff will work together to monitor student achievement and use assessment results for instructional planning and intervention.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP ELA & Math	New 2022 Baseline: ELA = 83% ; Math = 77%	Increase levels of meeting/exceeding standards
Renaissance Star Reading and Star Math	GE Scores: ELA = 3.8; Math = 3.3	Students will show at least one year of growth
enVision Topic Tests	Monitored by individual teacher	Monitored collaboratively as part of PLC
Benchmark Advance Unit Tests	Monitored by individual teacher	Monitored collaboratively as part of PLC

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

Teachers work in Professional Learning Communities (PLCs) weekly to analyze summative and formative assessments and collaboratively plan instruction and intervention.

**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)

[Empty box for Amount(s)]

Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries  
Teacher collaboration completed during contract hours

**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

Teachers participate in professional development to fine tune Professional Learning Community work (i.e. formative assessments and related technology).

**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

[Empty box for Amount(s)]

LCFF - Supplemental  
3000-3999: Employee Benefits

**Strategy/Activity 3**

**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)

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Teachers have started the process to work collaboratively to learn and implement professional learning community practices focused on identifying essential standards at all grade levels and measuring progress using common formative assessments. More work is needed as we address COVID-19 learning loss and integrate additional intervention resources and CPT into the mix.

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.

No changes are anticipated

# 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	\$24,050.00

## 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	\$7,700.00
Parent-Teacher Association (PTA)	\$5,000.00

Subtotal of state or local funds included for this school: \$23,050.00

Total of federal, state, and/or local funds for this school: \$24,050.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	64,835	57,135.00

## Expenditures by Funding Source

Funding Source	Amount
Donations	10,350.00
LCFF - Supplemental	7,700.00
Parent-Teacher Association (PTA)	5,000.00
Title III	1,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00
1000-1999: Certificated Personnel Salaries	8,550.00
2000-2999: Classified Personnel Salaries	3,500.00
None Specified	6,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Donations	350.00
2000-2999: Classified Personnel Salaries	Donations	3,500.00
None Specified	Donations	6,500.00
	LCFF - Supplemental	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,200.00

	Parent-Teacher Association (PTA)	5,000.00
1000-1999: Certificated Personnel Salaries	Title III	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,700.00
Goal 2	8,500.00
Goal 3	1,850.00
Goal 4	6,000.00

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

Name of Members	Role
David Frankel	Principal
Kristina Ross	Classroom Teacher
Tammy Eckhardt	Classroom Teacher
Wendy Perez	Classroom Teacher
Nicola Mayo	Other School Staff
Jenny Kovesdy	Parent or Community Member
Rosemary Jamison	Parent or Community Member
Kendall Mackey	Parent or Community Member
James Wood	Parent or Community Member
Matthew Bruce	Parent or Community Member
Dean Smith	Parent or Community Member
	Other School Staff
	Parent or Community Member
	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 8/30/22.

Attested:



Principal, David Frankel on 8/30/22

SSC Chairperson, Kristina Ross on 8/30/22

# 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.**

[Educational Partner 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.

## **Educational Partner 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**asurable, **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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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/>

Developed by the California Department of Education, January 2019

NOTICE OF REGULAR MEETING  
OPEN TO THE PUBLIC

Carl H. Sundahl Elementary School  
School Site Council

Tuesday, August 30, 2022

3:00 PM

Agenda

1. Introductions
2. Old Business
3. New Business
  - a. Complaint Information
  - b. Single Plan for Student Achievement
  - c. Future project ideas
4. Adjourn

MEETING MATERIALS AVAILABLE UPON REQUEST

Legal requirements: Assurance, 90, CON.34 (former SIP.3)

Zoom link to access the meeting is available upon request from the Office

**Carl H. Sundahl Elementary School - School Site Council**

**Tuesday, August 30, 2022**

**Minutes**

In Attendance: Kristina Ross, Tammy Eckhardt, James Wood, David Frankel, Matthew Bruce,  
Rosemary Jamison

Absent: Wendy Perez, Kendall Mackey, Nicola Mayo

1. Introductions

- a. In line with our superhero Cool2BKind theme, members shared a favorite superhero memory.
- b. We have one new parent member, Matthew Bruce, one new staff member, Tammy Eckhardt, and one vacant position that was not filled by the August election.
  - i. A parent can be appointed to the vacancy if you know of someone who is interested.

2. Old Business

- a. Kristina Ross agreed to continue as Site Council Chairperson.
- b. Tammy Eckhardt volunteered to serve as Secretary.

3. New Business

- a. Complaint Information
  - i. David Frankel shared District complaint procedures. Committee discussed solving concerns at the lowest level by talking with a child's teacher or the principal before starting the formal complaint process.
- b. Single Plan for Student Achievement
  - i. David Frankel reviewed the SPSA which had been shared out electronically to members.
  - ii. Discussion focused on change at Sundahl including the decrease in enrollment from pre-Pandemic numbers, decreased number of parent volunteers, and the decrease in math performance as measured by CAASPP.



- iii. David Frankel shared updated activities including Common Planning Time (CPT), enrichment assemblies, and family engagement activities.
- iv. Kristina Ross moved to approve the SPSA with including updates to new curriculum adoptions. Tammy Eckhardt seconded. The motion passed 6-0.

c. Future project ideas

- i. Committee brainstormed topics for discussion. Those included Family Life, the transition to middle school, mental health resources and supports, and family nights.
- ii. David Frankel will send out a survey to committee members.


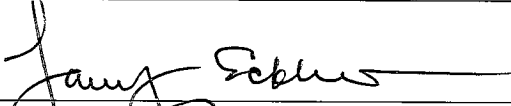


4. Adjourn

- a. Set Monday, October 17 at 3:00pm as the date for next meeting.

Sign In

School Site Council

8/30/22

<u>Name</u>	<u>Signature</u>
Kristina Ross	
Tammy Eckhardt	
James Wood	
David Frankel	
Matthew Bruce	Attended by HS Teams
Rosamary Jamison	Attended by HS Teams