School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Carl Sundahl Elementary School	34673306106892	September 10, 2019	October 24, 2019

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Purpose and Description

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

Schoolwide Program

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

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

School Vision and Mission

Carl Sundahl fully adopts the Folsom Cordova mission statement of being committed to providing excellence in educational programs that carry high expectations for each student's achievement and success.

VISION STATEMENT

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

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

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

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

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

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

School & Community Profile

Carl H. Sundahl Elementary School has served students residing on the northwest side of the American River in Folsom since September 1987. Sundahl is a K-5 learning environment. We operate on a traditional year calendar. Our student enrollment, reported on the California Basic Educational System (CBEDS) in October 2017 was approximately 389. Our campus currently houses 15 classrooms, a Learning Center and a Student Care Center.

Due to Measure G funds, Sundahl has gone under a total modernization with the entire school being rebuilt over the last two years. The campus is brand new with beautiful new classrooms, restrooms, playgrounds, library and Science Technology Engineering & Math (STEM) lab.

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

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

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

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

Comprehensive Needs Assessment Components

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

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

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

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

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

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Carl Sundahl are highly qualified and credentialed in the subject area they teach.

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 on-going professional development provided by Folsom Cordova Unified School District (FCUSD) and at the site level. Varying Professional Development is offered by the district through out the school year. This in addition to our district focus on Professional Learning Communities, iReady and our Benchmark English Language Arts (ELA) adoption, we will have a new science curriculum called Amplify. Professional Develop will be provided to teachers prior to school starting on this new science curriculum.

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

All professional development is based on best practices, addresses the Common Core Standards and is designed to support our ongoing PLC work.   Staff is provided district and site level professional development. This year our professional development will continue to focus on iReady and our Benchmark ELA & math curriculum.   We will also be focusing on defining our essential standards in both ELA and math as well as defining our common grade level assessments. These assessments will be used to drive our instruction as well as identifying needs of students for intervention during our MTSS time.

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

District Lead teachers, site level coaches and administration provides ongoing support to all teachers. In addition to district lead teachers, each site has selected a curriculum coach and Technology coach. Coaches attend trainings and then report out and train at our site level meetings.

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

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

Teaching and Learning

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

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

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

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

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

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

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

All students have been provided with instructional materials mandated by the Wiliams Act. In addition to 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), iReady and Accelerated Reader.

Opportunity and Equal Educational Access

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

Carl Sundahl utilizes a MTSS/Learning Center model. We provide differentiated instruction as needed throughout the school day. In addition to classroom instruction, some students visit the Learning Center throughout the day for additional support.   Students are also seen in small groups during the day during MTSS time. In addition to academics, we support students socially and emotionally with Dazzling Dolphins, Second Step, classroom buddies and positive adult role models.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

Funding

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

Site funds, Intel funds and donations pays for direct support of classroom instruction, through support of intervention and district wide professional development.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Carl Sundahl reaches out in numerous ways to obtain feedback and input for the development of our Single plan for Student Achievement (SPSA) plan. Site Council meetings are held 3 times a year. At these meetings the SPSA is review and input is welcomed by our parents and community members. Stakeholder involvement is key is developing a coherent, through plan. Student achievement data, suspensions and attendance were all key topics of discussion. We also ensure that the Carl Sundahl goals and objectives align with those set out by FCUSD LCAP goals. Ongoing meetings throughout the 2019-2020 school year will be used to track and monitor our progress. These meetings include:

Weekly Staff Meetings held every Thursday for the 2019-2020 school year
August 2019 Staff Professional Development Day
September 2019 PTA General Meeting
October 2019 Staff Professional Development day
November 2019 Parent Teacher Conferences
January 2020 General Meeting
March 2020 Open House

Resource Inequities

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

None identified at this time.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
American Indian	0.8%	%	%	3	3	3
African American	1.8%	%	%	7	5	2
Asian	5.0%	%	%	20	19	23
Filipino	1.0%	%	%	4	5	4
Hispanic/Latino	10.7%	%	%	43	45	39
Pacific Islander	0.3%	%	%	1	0	0
White	74.1%	%	%	297	272	269
Multiple/No Response	6.5%	%	%	26	36	43
			Total Enrollment	401	385	383

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	2015-16	**2016-17**	**2017-18**
Kindergarten	70	52	63
Grade 1	47	65	52
Grade 2	60	51	67
Grade3	59	55	49
Grade 4	68	62	59
Grade 5	65	68	60
Grade 6	32	32	33
Total Enrollment	401		

Conclusions based on this data:

1. Based on this data, Carl Sundahl continues to have fairly consistent enrollment. We have seen a slight increas in our population as houses are sold and young families move into the neighborhood.

2. At Carl Sundahl we believe all students can learn and by that we focus on the mantra, "All means all." We strive to give equal focus to all students on campus.

3. Our data reflects a disproportion of white students. With that being said, we maintain a clear focus that that all students have different learning styles and it is our job to tap into those differences.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners		10		5.5%	2.6	
Fluent English Proficient (FEP)	13	6		3.2%	1.6	
Reclassified Fluent English Proficient (RFEP)	3	17		21.4%	4.4	

Conclusions based on this data:

1. We have enrolled very few designated EL students. The average EL population at CSE ranges from 3-4%.

2. Despite our small English Learner (EL) population we strive to support this population on a daily basis.At Carl Sundahl our English language Learners need support in ELA more specifically, vocabulary development.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	58	55	48	57	55	46	57	55	46	98.3	100	95.8
Grade 4	68	64	60	68	64	59	68	64	59	100	100	98.3
Grade 5	66	68	60	66	67	59	66	67	59	100	98.5	98.3
Grade 6	31	33	33	31	32	32	31	32	32	100	97	97
All Grades	223	220	201	222	218	196	222	218	196	99.6	99.1	97.5

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2445.	2462.	2496.	28	32.73	58.70	30	32.73	23.91	32	29.09	17.39	11	5.45	0.00
Grade 4	2504.	2509.	2518.	34	42.19	49.15	34	28.13	27.12	18	15.63	15.25	15	14.06	8.47
Grade 5	2525.	2545.	2523.	24	28.36	27.12	33	44.78	35.59	27	20.90	23.73	15	5.97	13.56
Grade 6	2572.	2568.	2538.	35	21.88	15.63	39	56.25	40.63	16	21.88	31.25	10	0.00	12.50
All Grades	N/A	N/A	N/A	30	32.57	39.29	33	38.53	31.12	24	21.56	20.92	13	7.34	8.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	32.73	45.65	56	54.55	50.00	18	12.73	4.35
Grade 4	35	43.75	44.07	50	46.88	49.15	15	9.38	6.78
Grade 5	24	31.34	30.51	59	62.69	50.85	17	5.97	18.64
Grade 6	35	21.88	25.00	61	71.88	56.25	3	6.25	18.75
All Grades	30	33.94	37.24	56	57.34	51.02	14	8.72	11.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	30.91	52.17	61	60.00	43.48	19	9.09	4.35
Grade 4	32	32.81	35.59	53	56.25	59.32	15	10.94	5.08
Grade 5	27	43.28	38.98	52	49.25	47.46	21	7.46	13.56
Grade 6	45	31.25	28.13	39	62.50	53.13	16	6.25	18.75
All Grades	29	35.32	39.29	53	55.96	51.02	18	8.72	9.69

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	25	27.27	43.48	68	69.09	52.17	7	3.64	4.35
Grade 4	26	35.94	25.42	68	51.56	71.19	6	12.50	3.39
Grade 5	20	25.37	25.42	71	68.66	66.10	9	5.97	8.47
Grade 6	26	28.13	15.63	68	68.75	71.88	6	3.13	12.50
All Grades	24	29.36	28.06	69	63.76	65.31	7	6.88	6.63

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	25	32.73	54.35	63	56.36	45.65	12	10.91	0.00
Grade 4	32	40.63	40.68	54	51.56	52.54	13	7.81	6.78
Grade 5	36	32.84	28.81	55	62.69	52.54	9	4.48	18.64
Grade 6	52	28.13	21.88	45	68.75	68.75	3	3.13	9.38
All Grades	34	34.40	37.24	55	58.72	53.57	10	6.88	9.18

Conclusions based on this data:

1. Our students continue to preform well on the CASSP assessment. With that being said we still need to support all learners to show continued growth in ELA.

2. Preliminary CASSP results for the 2018-2019 school show that we had overall growth in ELA by 9 points. From 2015 to 2019 there has been a steady increase of students that meet or exceed standards from 63% to 79%.

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 Scores**			**% of Students Tested**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	58	55	48	57	55	46	57	55	46	98.3	100	95.8
Grade 4	68	64	60	68	64	59	68	64	59	100	100	98.3
Grade 5	66	68	61	66	67	60	66	67	60	100	98.5	98.4
Grade 6	31	33	33	31	32	32	31	32	32	100	97	97
All Grades	223	220	202	222	218	197	222	218	197	99.6	99.1	97.5

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	2459.	2478.	2502.	26	40.00	47.83	35	34.55	39.13	26	21.82	13.04	12	3.64	0.00
Grade 4	2513.	2502.	2514.	26	17.19	30.51	38	45.31	40.68	29	32.81	25.42	6	4.69	3.39
Grade 5	2542.	2553.	2535.	32	40.30	25.00	32	19.40	31.67	23	32.84	28.33	14	7.46	15.00
Grade 6	2564.	2566.	2568.	26	31.25	25.00	35	25.00	43.75	32	34.38	21.88	6	9.38	9.38
All Grades	N/A	N/A	N/A	28	32.11	31.98	35	31.65	38.07	27	30.28	22.84	10	5.96	7.11

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	44	56.36	73.91	46	36.36	23.91	11	7.27	2.17
Grade 4	49	35.94	52.54	35	42.19	32.20	16	21.88	15.25
Grade 5	45	47.76	43.33	30	32.84	38.33	24	19.40	18.33
Grade 6	39	43.75	43.75	42	34.38	46.88	19	21.88	9.38
All Grades	45	45.87	53.30	37	36.70	34.52	18	17.43	12.18

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**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	32	41.82	58.70	58	50.91	39.13	11	7.27	2.17
Grade 4	31	25.00	38.98	60	60.94	50.85	9	14.06	10.17
Grade 5	30	34.33	20.00	56	55.22	60.00	14	10.45	20.00
Grade 6	32	28.13	25.00	55	53.13	59.38	13	18.75	15.63
All Grades	31	32.57	35.53	58	55.50	52.28	11	11.93	12.18

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Communicating Reasoning **Demonstrating ability to support mathematical conclusions**									
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	39	41.82	50.00	49	49.09	47.83	12	9.09	2.17
Grade 4	34	26.56	38.98	60	57.81	45.76	6	15.63	15.25
Grade 5	18	35.82	20.00	62	58.21	56.67	20	5.97	23.33
Grade 6	26	34.38	18.75	61	53.13	65.63	13	12.50	15.63
All Grades	29	34.40	32.49	58	55.05	52.79	13	10.55	14.72

Conclusions based on this data:

1. Preliminary CASSP test results show a 2 point growth for the 2018-2019 school year. 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.

3. Math will continue to be our focus for 2019-2020 school year. Teachers will work on small group instruction to reinforce key concepts. We will also work to adhere to fidelity to our Envision curriculum. We are also seeing the need to provide supplements to the curriculum as enVision as a stand alone is not meeting all needs.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 6	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 2			*	*					*
Grade 3					*	*			*
Grade 4	*	*							*
Grade 6			*	*					*
All Grades	*	*	*	*	*	*			*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 2			*	*					*
Grade 3					*	*			*
Grade 4	*	*							*
Grade 6	*	*							*
All Grades	*	*	*	*	*	*			*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*			*
Grade 2					*	*			*
Grade 3					*	*			*
Grade 4			*	*					*
Grade 6					*	*			*
All Grades	*	*	*	*	*	*			*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 2			*	*			*
Grade 3			*	*			*
Grade 4	*	*					*
Grade 6			*	*			*
All Grades	*	*	*	*			*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 2			*	*			*
Grade 3			*	*			*
Grade 4	*	*					*
Grade 6	*	*					*
All Grades	*	*	*	*			*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 2			*	*			*
Grade 3					*	*	*
Grade 4			*	*			*
Grade 6					*	*	*
All Grades	*	*	*	*	*	*	*

Grade Level	Writing Domain Number and Percentage of Students by Domain Performance Level for All Students						
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 2			*	*			*
Grade 3			*	*			*
Grade 4			*	*			*
Grade 6			*	*			*
All Grades	*	*	*	*			*

Conclusions based on this data:

1. The English Language Proficiency Assessments for CA (ELPAC) was administered to all students with English as a second language. Our English Language Learner (ELL) population is 14 students or 4%.

2. We work hard to support our ELL learners so students can continue to Reclassification Fluent English Proficient (RFEP.)

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
383	**11.2%**	**3.7%**	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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	14	3.7%
Homeless	3	0.8%
Socioeconomically Disadvantaged	43	11.2%
Students with Disabilities	44	11.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.8%
American Indian	2	0.5%
Asian	23	6.0%
Filipino	4	1.0%
Hispanic	39	10.2%
Two or More Races	42	11.0%
White	269	70.2%

Conclusions based on this data:

1. The majority of the population at Sundahl is disproportionately white at 70.2%

2. We do have small subgroups where we need to continue to ensure that all needs are met.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. At Sundahl our attendance rate for the 2017/2018 was 97 %. This has been consistent over the past 6 years.

2. Due to our strong PBIS team on campus our suspension rate remains very low - a total of 3 suspensions for the 2017/18 school year. A continued focus of PBIS will be maintained for the 2019-2020 school year.

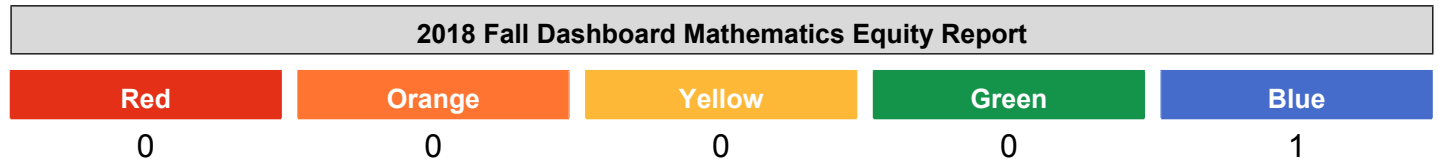**3.** All areas on the 2018 Fall dashboard are in the green or blue range.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
37.9 points above standard	6.4 points above standard	0 Students
Maintained 0.8 points	Increased 7.5 points	
192 students	19 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	11.8 points above standard	19 points below standard
	Declined -12.9 points	Declined -28.5 points
2 students	22 students	30 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
2 students	2 students	Declined -17.1 points	1 students
		12 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Green
29 points above standard	37.1 points above standard	0 Students	44.5 points above standard
Maintained 1 points	Declined -8.2 points		Increased 5.1 points
17 students	18 students		140 students

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.

2018 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	19.1 points above standard	41.2 points above standard
3 students	16 students	Maintained 1.8 points
		169 students

Conclusions based on this data:

1. Based on the ELA performance by Race/Ethnicity, we will continue to focus on our Asian population.

2. Overall students are performing 37.9 points above standard.

3. Our data did show a decline with our Students with Disabilities. This will be a focus for the 2019-2020 school year.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance

Red   Orange   Yellow   Green   Blue

Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	1

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
31.4 points above standard	23.5 points above standard	0 Students
Increased 5.6 points	Declined -4.2 points	
192 students	19 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	13.8 points above standard	6.2 points below standard
2 students	Increased 11.7 points	Declined -36 points
	22 students	30 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	20.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2 students	2 students	Declined -14.6 points	1 students
		12 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Blue
9.1 points above standard	31.3 points above standard	0 Students	35.8 points above standard
Declined -10.2 points	Maintained -2.2 points		Increased 9.7 points
17 students	18 students		140 students

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.

2018 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	39.9 points above standard	32.3 points above standard
3 students	16 students	Increased 7.4 points
		169 students

Conclusions based on this data:

1. We will continue to focus on high quality initial instruction for all students. Interventions are provided as needed for all students on site.

2. We again saw in math a decline of 36 points in our students with disabilities. This subgroup will be a continued focus for the 2019-2020 school year. We will look closely at what modifications or accommodations these students need to be successful.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
	%	%		

Conclusions based on this data:

1. English Language learners, although a relatively low population, are always an area of focus.

2. As needed teachers utilized strategies from the EL materials in our ELA Benchmark series.

3. Professional development focusing one best practices and high quality initial instruction are always a focus.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	0	2
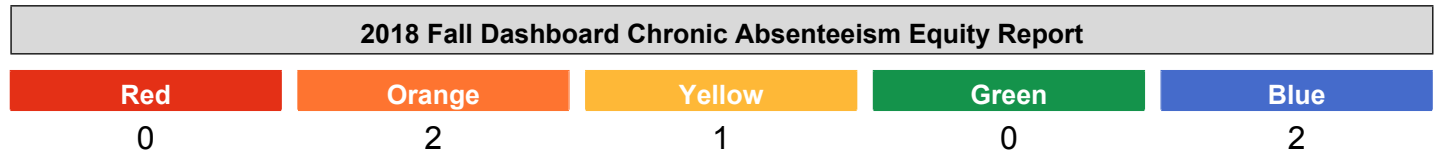
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
2.3% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.8%	Maintained 0%	1 students
392 students	14 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	9.4% chronically absent	7.3% chronically absent
5 students	Increased 6.7%	Increased 7.3%
	53 students	55 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
2 students	2 students	Maintained 0%	4 students
		25 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Yellow
2.4% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	2.9% chronically absent
Declined 2%	Maintained 0%	0 students	Increased 1.5%
41 students	44 students		274 students

Conclusions based on this data:

1. Carl Sundahl has an attendance rate of 96.9% which meets the district goal. Over the past six years our attendance average has been 97%.

2. This year we continued to track attendance through the use of Truancy Hunter and we communicate with families who are chronically absent or tardy. In the 2019-2020 school year the district implement a new program replacing Truancy Hunter. The Principal and office clerk will be trained on our new program Attention 2 Attendance (A2A)

3. Parent meetings are held to address individual family attendance concerns. These meetings are held informally and formally through the School Attendance Review Team (SART) process. Next year we will be trained in our program Attention2Attendance (A2A).
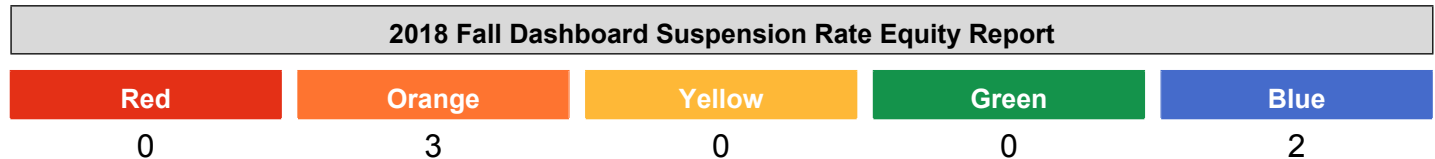
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	0	2

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
0.5% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2%	Maintained 0%	1 students
393 students	14 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	3.7% suspended at least once	1.8% suspended at least once
5 students	Increased 3.7%	Increased 1.8%
	54 students	55 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	0% suspended at least once	Less than 11 Students - Data
3 students	2 students		4 students
		Maintained 0%	
		25 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Orange	No Performance Color	Blue
0% suspended at least once	2.3% suspended at least once	0 Students	0.4% suspended at least once
Declined -2.2%	Increased 2.3%		Declined -0.3%
41 students	44 students		274 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.5% suspended at least once	0.8% suspended at least once	0.5% suspended at least once

Conclusions based on this data:

1. Carl Sundahl maintained a low suspension rate for the 2017-2018 school year with a total of 3 suspensions.

2. Due to our strong PBIS team, student needs are addressed and there is a continual focus on reinforcing positive behaviors.

3. Teachers employ strong classroom management skills and there is a constant focus on de-escalation practices.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)
1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 Maintain schools in good repair.
1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

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

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

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

All students

Strategy/Activity

Instruction and supports provided for targeted alignment and CCSS mastery.

Proposed Expenditures for this Strategy/Activity

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

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

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

All Students

Strategy/Activity

PLC Institute training follow up, Social Emotional Learning through our school wide PBIS team and Second Step curriculum.

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 None Specified Site level Professional Development

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

All Students

Strategy/Activity

Scheduled PLC/Staff Meetings

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: 2018-19

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 will help us fine tune our MTSS to ensure timely, targeted intervention for all students.

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

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

No foreseeable changes can be anticipated.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)
2.1 Increase student attendance rates and reduce chronic absences.
2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
2.3 Decrease 8th grade dropout rates.
2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
2.5 Increase family engagement and parent input and the utilization of volunteers.
2.6 Increase community partnerships that support student learning.
2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	2017/2018 96%	Maintain 96% or higher
Suspension rate	2017/2018 2 suspensions	Maintain low suspension rate
Volunteers and parent attendance	High volunteer rate	Maintain all parent engagement

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent Outreach and school communication

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Parent Coordinator - 2.5 Increase family engagement and parent input and the utilization of volunteers. 2.6 Increase community partnerships that support student learning. 2.7 Increase the efficiency, timeliness and accessibility of district communications.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PBIS school wide & Second Step Curriculum. New for the 2019-2020 school year will be the addition of "Special Friends" program here at Sundahl. This will allow for a total of 36 students to receive social and emotional support throughout the school year. Weekly character traits - be kind, be respectful, be responsible, be productive, be friendly. Teacher selects one student each week to be honored for showing theses traits. Dazzling Dolphins handed out to students who are "caught" following our Dolphin 5. As a reward students have lunch with the principal once a month. We held a new STEM engagement night this year that was attended by over 100 of our students.

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)
3,000	Donations None Specified School wide incentives

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Our Parent Coordinator has taken on the updating of our school website as well as our new school marquee.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated 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 other than the addition of Special Friends.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

We will work to provide high quality first instruction using guaranteed and viable curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development	Ongoing PD during staff meetings	Increase knowledge and access to additional instructional strategies
EL Instructional strategies	Ongoing review of EL standards and use of EL adopted materails	RFEP students
RTI training and implementation	ongoing review of academic data	Increase in student assessment scores
SIPPS Trained		All K-2 teachers

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

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

5th grade students

Strategy/Activity

5th grade science camp at Nature Bridge

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)
350	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Planning of trip

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

Development of Lab - for STEM & Art activities

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

Amount(s)	Source(s)
3,000	LCFF - Supplemental Certificated

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

4th & 5th grade students

Strategy/Activity

Math Bowl

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

Amount(s)	Source(s)
0	 Classified and Certificated

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Categorical Programs funded up to 3 substitutes to provide release time for teacher to attend ECBN meetings three times a year.

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

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.

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP ELA & Math	2017-2018 data	increase levels of meeting/exceeding standards
iReady ELA & Math	2017-2018 data	increase student growth targets
ELPAC	2018-2018 data	Increase RFEP reclassifications
SIPPS	2017-2018 data	students will complete SIPPS with mastery by 2nd grade

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

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

All students

Strategy/Activity

Every Child By Name Meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries release time for collaboration

Strategy/Activity 2

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

All students

Strategy/Activity

PLC grade level meeting & release time as needed.

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

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provides targeted interventions to identified students
	LCFF - Supplemental 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

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

None anticipated. We will work to fine tune our MTSS system.

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	$7,350.00

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$1,000.00
Donations	$3,000.00
LCFF - Supplemental	$3,350.00

Subtotal of state or local funds included for this school: $7,350.00

Total of federal, state, and/or local funds for this school: $7,350.00

School Site Council Membership

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

1 School Principal

5 Classroom Teachers

0 Other School Staff

5 Parent or Community Members

Name of Members	Role
Monika Himmrich	Principal
Nicole Brockett	Parent or Community Member
Glenda Hartman	Classroom Teacher
Chad VanderVeen	Parent or Community Member
Dena Sharp	Parent or Community Member
Linda Overmyer	Parent or Community Member
Wendy Perez	Classroom Teacher
Ashley Eder	Parent or Community Member
Terra Anderson	Classroom Teacher
Janice Buckner	Classroom Teacher
Melissa Pruden	Parent or Community Member
Steve Nixon	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 ELACMembers	Role

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.

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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 9/10/19.

Attested:

	Principal, Monika Himmrich on 9/10/19
	SSC Chairperson, Nicole Brocett on 9/10/19

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.

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.

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.

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.

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.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

Carl Sundahl Elementary

Site Council Meeting
September 10, 2019

Agenda

- Welcome & Introductions

- What is a Site Council?

- Election of Site Council Chairperson

New Business

- Uniform Complaint Procedure

- School Site Plan Presentation & Approval

- Principal Update

- Enrichment Update

- Safety Update

Carl Sundahl Elementary

Site Council Meeting
Tuesday, September 10, 2019

Minutes

Meeting called to order by Monika Himmrich.

Introductions were made.

Nicole Brockett volunteered to be Site Council Chairperson.

Monika gave out copies of the Uniform Complaint Procedure & explained.

School Site Plan was presented by Monika and discussed. Motion was made by Nicole Brockett to approve the plan and there was a second by Glenda Hartman.
- Highlight was potential of $2,500 to be spent on Step Up to Writing trainer to come in on October 14th PD day.

Principal update Monika- Explained that the school year is off to a great start.
- Enrollment update
- Every Child By Name meetings – to be held September 24th
- MTSS Time – now University time. Each teacher has adopted a college that the students go to. University time is 30 to 40 minutes 3 to 4 times a week. Students rotating to grade level groups to meet individual needs and not missing core curriculum during this time. Groups based on common formative assessments.
- Successful Cool 2B Kind week
- Star Struck Showcase starting in mid-September

Enrichment Update
- Thank you to Karoline G. for organizing very successful after school offerings. Four clubs currently running; Robotics, art, Karate and Mad Science. A total of 3 sessions will be held throughout the school year.
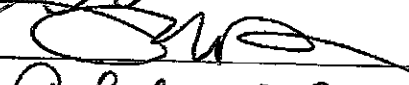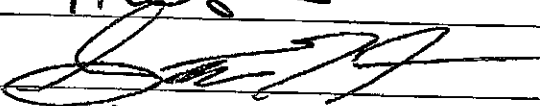
Safety Update
- Drills for the year were discussed we have done one whole school drill to date. Plan is never to scare students, but to prepare them.
- Discussion over safety concerns at back gate with parents parking and waiting. Also concerns about parents blocking street out in front waiting to turn left into the parking lot.

Carl Sundahl Elementary
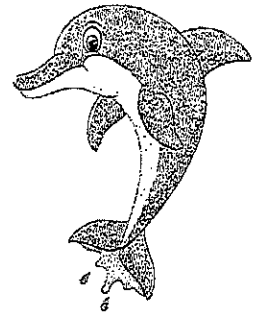
Site Council Meeting

September 10, 2019

Name	Signature
Chad Vander Veen	*(signature)*
Jenn Sharp	*(signature)*
Ashley Eder	Ashley Eder
Melissa Pruden	*(signature)*
Steve Nixon	*(signature)*
Nicole Brockett	*(signature)*
Linda Overmyer	*(signature)*
Glenda Hartman	Glenda Hartman
Wendy Perez	*(signature)*
Janice Buckner	Janice Buckner
Terra Anderson	Terra Anderson