



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Carl H. Sundahl Elementary School	34673306106892	May 28, 2025	August 14, 2025

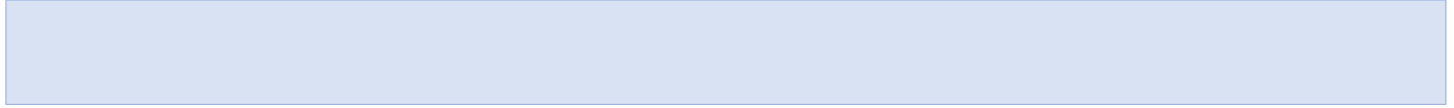
The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), the School Site 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.

This plan is being used by Carl H. Sundahl Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:



This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Carl H. Sundahl Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

The purpose of this plan is to align our site goals with the FCUSD Local Control and Accountability Plan (LCAP). We will strive to meet the Every Student Succeeds Act (ESSA) through fidelity and coherence to the Common Core Curriculum adopted by our school district. We will also focus on the social and emotional development of our students through strong Positive Behavioral Interventions and Support (PBIS) structures. Essential Standards are identified, and common assessments are in place to ensure timely interventions through our Multi-Tiered System of Support (MTSS). Every Student by Name Meeting (ESBN) is held once each semester to formally monitor student progress, allowing us to target students needing additional support. Teachers meet weekly using Professional Learning Community (PLC) practices to collaborate on student progress and essential standards instruction. The focus on school-wide coherence, teamwork, student engagement, student achievement, and Social Emotional Learning (SEL) is how we will strive to meet the ESSA requirements.

School Vision and Mission

VISION STATEMENT

Carl H. Sundahl Elementary is a welcoming school that collaborates as a team and with families to help students learn, grow, and lead.

MISSION STATEMENT

Carl H. Sundahl Elementary will nurture our students in their social and academic development by providing high quality instruction and establishing partnerships with families and the community.

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. We operate on a traditional year calendar and serve students from Preschool to Fifth Grade. Our student enrollment is approximately 350 students; 10 percent of our students qualify for Free or Reduced Meals, three percent are English Learners, and three percent are Homeless. The surrounding neighborhood is populated with families who are eager to participate in the education of their children.

Carl H. Sundahl Elementary was completely remodeled in 2018. The updated campus includes beautiful new classrooms, restrooms, playgrounds, a school library, and a Science Technology Engineering & Math (STEM) lab. Our campus currently houses 18 classrooms, a Learning Center, and a Student Care Center.

Currently, we have eighteen General Education classes, one TK - Kindergarten Montessori class, and two special day classes. Our multipurpose room/cafeteria complex includes a stage/music room as well as a serving kitchen and an indoor basketball court. All classrooms are equipped with Internet access for curriculum and research support. Chromebooks are available on campus for student use in the classrooms and for home checkout through the school library.

At Carl H. Sundahl Elementary, our primary goal is to prepare our students to become responsible citizens and productive, caring members of our society. Our strong educational programs work to support each student in successfully meeting the challenges of learning. Opportunities for differentiated instruction are available for all students, including those identified for Gifted and Talented Education (GATE). Instructional intervention programs are offered to ensure all students are supported in meeting grade level standards in reading and math. Intervention programs include grade level Multi-Tiered System of Supports (MTSS) times, classroom-based Response to Instruction (RtI) interventions, and small group reteaching. A wide variety of curriculum and enrichment activities are offered by staff and parent

volunteers, including Parent Teacher Association (PTA) Movie Night, Merrily We Walk to School, Starstruck Showcase Dance Performance, Dolphins Art, Author Day, Accelerated Reader Celebrations, District Track Meet, Glee Chorus, and Mileage Club.

We strive to provide an academically challenging curriculum in a caring and positive school environment. Our highly skilled staff is comprised of veteran teachers and two National Board-Certified instructors. A strong schoolwide Positive Behavioral Interventions and Supports (PBIS) program utilizing The Dolphin 5 (Be Respectful, Be Responsible, Be Safe, Be Friendly, Be Productive) standards recognizes and celebrates student progress with reward programs and recognition for special achievements. We have an active Student Council that leads spirit activities and community service on campus. Carl H. Sundahl Elementary is well known for its strong, supportive parent community. In addition to classroom volunteers, parents also serve on our School Site Council (SSC), which assists with important curriculum, budget, and facility decisions. Our Parent Teacher Association (PTA) plans activities and events that serve as a positive bond between home and school and provide financial support for key programs.

We use Parent Square messaging, the school marquee, our school web page, and monthly newsletters to help keep the community informed and engaged.

Educational Partner Involvement

How, when, and with whom did Carl H. Sundahl Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Carl H. Sundahl Elementary engages families, staff, and community members in multiple ways to gather feedback and input for the development of our Single Plan for Student Achievement (SPSA).

Throughout the year, we host community meetings such as School Site Council (SSC), English Language Advisory Council (ELAC), and Parent Teacher Association (PTA) General Meetings. At these meetings, we share and discuss site goals as well as district-wide priorities outlined in the Local Control Accountability Plan (LCAP).

Stakeholders—including staff, parents, and community members—are invited to provide input through open discussions and online surveys. Additionally, a formal review of the SPSA is conducted during SSC meetings, which are open to the public to ensure transparency and collaboration in our school improvement efforts.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Carl H. Sundahl exited out of Additional Targeted Support and Improvement (ATSI) status during the 2023-2024 school year. We are, however, monitoring the progress of our Socio-Economically Disadvantaged (SED) students for progress in all areas.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Carl H. Sundahl Elementary did not have any state indicators in the "Red" or "Orange" performance categories for the 2023–2024 school year.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Carl H. Sundahl Elementary had no student groups performing two or more levels below the "all students" performance on any state indicators for the 2023-2024 school year.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Carl H. Sundahl Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	0.93%	1.51%	1.57%	3	5	6
Asian	2.78%	3.31%	5.50%	9	11	21
Filipino	2.16%	1.2%	1.83%	7	4	7
Hispanic/Latino	14.20%	15.66%	15.18%	46	52	58
Pacific Islander	%	0%	%	0	0	
White	69.44%	67.17%	65.18%	225	223	249
Multiple/No Response	10.49%	11.14%	10.73%	34	37	41
Total Enrollment				324	332	382

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	54	52	62
Grade 1	60	56	63
Grade 2	65	59	66
Grade3	33	74	68
Grade 4	61	34	76
Grade 5	51	57	41
Total Enrollment	324	332	382

Conclusions based on this data:

1. The number of students at Carl H. Sundahl continues to rise. 2024-2025 enrollment is 449.
2. The ethnic and racial composition of our student population has remained consistent over the past three years. Approximately 70% of students identify as White, with the remaining 30% representing a range of diverse backgrounds.
3. Grade-level enrollment data indicates a “bubble,” or a slightly larger number of students, at the third-grade level. These enrollment fluctuations are not uncommon and often result in the need for at least one combination class each year to balance class sizes across grade levels.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	9	16	24	1.7%	2.8%	6.3%
Fluent English Proficient (FEP)	14	16	22	3.4%	4.3%	5.8%
Reclassified Fluent English Proficient (RFEP)				40.0%		

Conclusions based on this data:

1. The percentage of English learners doubled at Carl H. Sundahl during the 2023-2024 school year. Currently 7% of our students are English learners.
2. Although our English Learner (EL) population is small, we are committed to providing consistent, targeted support. Daily instruction focuses on English language development, with an emphasis on reading comprehension, vocabulary acquisition, and syntax to help students build both language proficiency and academic confidence.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34	74	66	32	71	63	32	71	63	94.1	95.9	95.5
Grade 4	59	33	79	59	33	78	59	33	78	100.0	100.0	98.7
Grade 5	53	58	45	53	58	42	53	58	42	100.0	100.0	93.3
All Grades	146	165	190	144	162	183	144	162	183	98.6	98.2	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2499.	2503.	2508.	53.13	63.38	63.49	21.88	18.31	22.22	25.00	12.68	9.52	0.00	5.63	4.76
Grade 4	2564.	2509.	2506.	69.49	33.33	44.87	16.95	39.39	26.92	10.17	15.15	12.82	3.39	12.12	15.38
Grade 5	2571.	2578.	2528.	50.94	51.72	33.33	33.96	25.86	28.57	7.55	17.24	21.43	7.55	5.17	16.67
All Grades	N/A	N/A	N/A	59.03	53.09	48.63	24.31	25.31	25.68	12.50	14.81	13.66	4.17	6.79	12.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.38	46.48	46.03	59.38	50.70	50.79	6.25	2.82	3.17
Grade 4	52.54	36.36	37.18	44.07	63.64	51.28	3.39	0.00	11.54
Grade 5	45.28	36.21	26.19	47.17	58.62	64.29	7.55	5.17	9.52
All Grades	45.83	40.74	37.70	48.61	56.17	54.10	5.56	3.09	8.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	46.88	42.25	44.44	50.00	52.11	49.21	3.13	5.63	6.35
Grade 4	61.02	18.18	29.49	33.90	75.76	58.97	5.08	6.06	11.54
Grade 5	39.62	43.10	28.57	54.72	51.72	59.52	5.66	5.17	11.90
All Grades	50.00	37.65	34.43	45.14	56.79	55.74	4.86	5.56	9.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.25	35.21	26.98	62.50	61.97	68.25	6.25	2.82	4.76
Grade 4	22.03	24.24	17.95	76.27	63.64	66.67	1.69	12.12	15.38
Grade 5	24.53	22.41	19.05	69.81	74.14	71.43	5.66	3.45	9.52
All Grades	25.00	28.40	21.31	70.83	66.67	68.31	4.17	4.94	10.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.25	29.58	33.33	68.75	63.38	63.49	0.00	7.04	3.17
Grade 4	32.20	18.18	23.08	64.41	69.70	66.67	3.39	12.12	10.26
Grade 5	35.85	36.21	16.67	54.72	55.17	76.19	9.43	8.62	7.14
All Grades	33.33	29.63	25.14	61.81	61.73	67.76	4.86	8.64	7.10

Conclusions based on this data:

1. In 2024, 74.31% of students met or exceeded standards in English Language Arts on the CAASPP. While this indicates solid overall performance, writing continues to be an area of weakness. There is a continued need to strengthen students' written expression skills, particularly in organizing ideas, using evidence to support claims, and writing across genres to ensure all learners achieve proficiency.
2. All staff members will be provided with ongoing support and professional development aimed at improving student outcomes. Emphasis will remain on delivering high-quality first instruction, with reteaching and targeted interventions embedded as foundational components of our instructional practices.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34	74	67	33	73	65	33	73	65	97.1	98.6	97
Grade 4	59	33	79	59	33	79	59	33	79	100.0	100.0	100
Grade 5	53	58	46	53	58	46	53	58	46	100.0	100.0	100
All Grades	146	165	192	145	164	190	145	164	190	99.3	99.4	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2489.	2484.	2505.	51.52	47.95	53.85	21.21	28.77	35.38	21.21	13.70	9.23	6.06	9.59	1.54
Grade 4	2541.	2522.	2529.	54.24	45.45	41.77	25.42	27.27	31.65	16.95	18.18	20.25	3.39	9.09	6.33
Grade 5	2567.	2572.	2532.	45.28	46.55	39.13	30.19	27.59	21.74	16.98	17.24	15.22	7.55	8.62	23.91
All Grades	N/A	N/A	N/A	50.34	46.95	45.26	26.21	28.05	30.53	17.93	15.85	15.26	5.52	9.15	8.95

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	51.52	38.36	47.69	42.42	47.95	49.23	6.06	13.70	3.08
Grade 4	44.07	45.45	35.44	47.46	45.45	55.70	8.47	9.09	8.86
Grade 5	39.62	41.38	30.43	50.94	46.55	45.65	9.43	12.07	23.91
All Grades	44.14	40.85	38.42	47.59	46.95	51.05	8.28	12.20	10.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.36	45.21	52.31	57.58	50.68	46.15	6.06	4.11	1.54
Grade 4	45.76	42.42	40.51	50.85	51.52	50.63	3.39	6.06	8.86
Grade 5	30.19	34.48	26.09	62.26	56.90	45.65	7.55	8.62	28.26
All Grades	37.93	40.85	41.05	56.55	53.05	47.89	5.52	6.10	11.05

Conclusions based on this data:

1. On the 2024 CAASPP, 75.79% of students met or exceeded standards in mathematics. While this reflects strong overall performance, our goal is to continue increasing the number of students meeting grade-level expectations by strengthening core instruction and providing targeted support for students who are approaching or not meeting standards.
2. Students need continued support in developing and articulating their reasoning, both verbally and in writing, to demonstrate a deeper understanding of academic content. This includes explaining problem-solving strategies, justifying answers, and engaging in academic discourse across content areas.
3. We will ensure fidelity of implementation of the enVision math curriculum while identifying and utilizing supplemental intervention materials to support students who are not yet meeting grade-level standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	5	*	5
1	*	*	*	*	*	*	*	*	*	*	5	*
2	*	*	*	*	*	*	*	*	*	*	*	6
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	4
All Grades										7	13	25

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
All Grades	*	7.69	28.00	*	61.54	20.00	*	7.69	20.00	*	23.08	32.00	*	13	25

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
All Grades	*	38.46	36.00	*	38.46	20.00	*	0.00	12.00	*	23.08	32.00	*	13	25

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
All Grades	*	7.69	8.00	*	23.08	36.00	*	38.46	24.00	*	30.77	32.00	*	13	25

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
All Grades	*	38.46	28.00	*	38.46	52.00	*	23.08	20.00	*	13	25

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
All Grades	*	46.15	32.00	*	38.46	36.00	*	15.38	32.00	*	13	25

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
All Grades	*	7.69	8.00	*	46.15	60.00	*	46.15	32.00	*	13	25

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
All Grades	*	23.08	24.00	*	61.54	40.00	*	15.38	36.00	*	13	25

Conclusions based on this data:

1. Recent English Learner Proficiency Assessment for California (ELPAC) data is incomplete, limiting our ability to fully analyze current English Learner progress and proficiency trends.
2. We are committed to fostering an inclusive and welcoming environment for all students and families. Over the past two years, Carl H. Sundahl Elementary has enrolled approximately a dozen new families from Russia, Ukraine, and Afghanistan—resulting in a doubling of our English Learner population. In response, staff have engaged in ongoing professional development focused on equity and inclusion, supporting English Learners, and effectively utilizing translation tools such as Language Line and Google Translate to improve communication and engagement with families who are limited English speakers.
3. Developing academic vocabulary is a priority for English Learners to enhance their comprehension and ability to engage with grade-level content across all subjects. Instruction will include targeted vocabulary instruction embedded in both designated and integrated English Language Development (ELD) lessons.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
382	16.8%	6.3%	0.0%
Total Number of Students enrolled in Carl H. Sundahl Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	6.3%
Foster Youth	0	0.0%
Homeless	3	0.8%
Socioeconomically Disadvantaged	64	16.8%
Students with Disabilities	55	14.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.6%
American Indian	0	0.0%
Asian	21	5.5%
Filipino	7	1.8%
Hispanic	58	15.2%
Two or More Races	41	10.7%
Pacific Islander	0	0.0%
White	249	65.2%

Conclusions based on this data:

- At Carl H. Sundahl Elementary, approximately 70% of the student population identifies as White, making it the predominant demographic group.

2. While the majority of our students are White, we have smaller subgroups that require ongoing monitoring and targeted support to ensure their academic success. These include English Learners (7%), Homeless students (2%), and Socioeconomically Disadvantaged students (14%)
3. We are committed to fostering an inclusive and welcoming environment for all students and families. Over the past two years, Carl H. Sundahl Elementary has enrolled approximately a dozen new families from Russia, Ukraine, and Afghanistan—resulting in a doubling of our English Learner population. In response, staff have engaged in ongoing professional development focused on equity and inclusion, supporting English Learners, and effectively utilizing translation tools such as Language Line and Google Translate to improve communication and engagement with families who are limited English speakers.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- At Carl H. Sundahl Elementary, the attendance rate for the 2023-2024 school year was approximately 97%, maintaining consistent attendance levels over the past seven years.
- During the 2023-2024 school year, the school recorded one suspension. Our Climate/PBIS Team meets monthly to strengthen positive behavior supports and implement effective interventions to promote a safe and respectful learning environment.

3. Chronic absenteeism was 4 percent during the 2022-2023 school year. The majority of these absences were due to families taking vacations without participating in our Independent Study program. While the principal and attendance clerk work closely with families who have high absenteeism and regularly promote the Independent Study option school-wide, chronic absenteeism remains an ongoing challenge.

School and Student Performance Data

Academic Performance English Language Arts

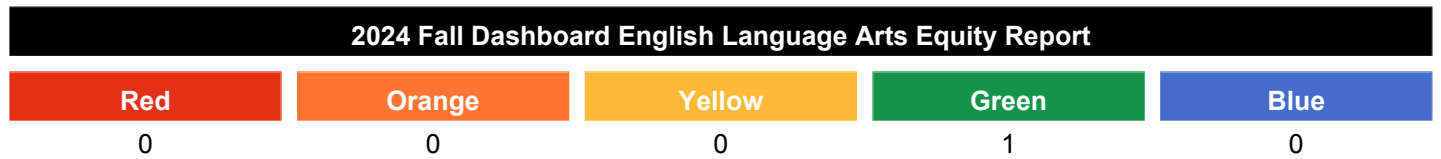
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 49.1 points above standard Declined 18.0 points 180 Students	English Learners  No Performance Color Less than 11 Students 9 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  No Performance Color 12.4 points above standard Declined 20.1 points 25 Students

Students with Disabilities  No Performance Color 17.8 points below standard Declined 41.6 points 30 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 6 Students	Filipino  No Performance Color Less than 11 Students 4 Students	Hispanic  No Performance Color 1.3 points below standard Declined 31.5 points 26 Students
Two or More Races  No Performance Color 43.3 points above standard Declined 35.9 points 20 Students	Pacific Islander  No Performance Color 0 Students	White  Green 64.3 points above standard Declined 10.8 points 121 Students

Conclusions based on this data:

1. In 2024, our only significant subgroup was White students. They and all other racial/ethnic subgroups showed a minor decrease in performance.
2. Overall, students are performing approximately 70 points above the standard.
3. Our data shows Socioeconomically Disadvantaged students scoring 12.4 points above standard, compared to the White subgroup, which scored 64.3 points above standard.

School and Student Performance Data

Academic Performance Mathematics

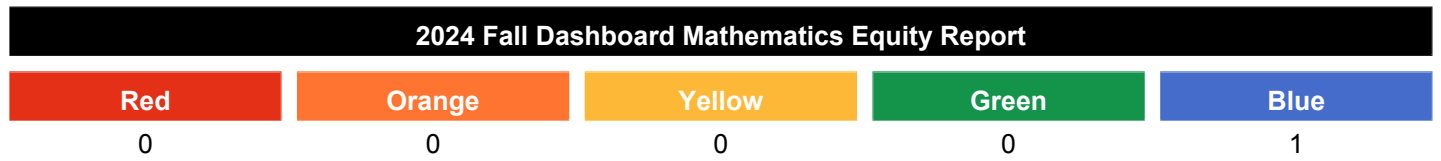
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 50.5 points above standard Increased 3.1 points 181 Students	English Learners  No Performance Color Less than 11 Students 10 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  No Performance Color 20.7 points above standard Declined 11.2 points 26 Students

Students with Disabilities  No Performance Color 8.5 points below standard Maintained 0.1 points 30 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 6 Students	Filipino  No Performance Color Less than 11 Students 4 Students	Hispanic  No Performance Color 23.2 points above standard Declined 9.8 points 26 Students
Two or More Races  No Performance Color 48.5 points above standard Increased 5.4 points 20 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 58.7 points above standard Increased 6.9 points 122 Students

Conclusions based on this data:

1. The 2024 results indicate that student performance in math was very similar to their performance in English Language Arts.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 60% making progress. Number Students: 15 Students	 No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.3%	20%	0%	53.3%

Conclusions based on this data:

1. The 2023 Dashboard contains no performance level information for our English Language Learners.
2. Supporting English Language Learners with high quality English language development instruction remains a focus. We have seen a growth in the number of refugee and Kindergarten level ELL families enrolling at Sundahl; we are committed to their success.
3. Professional development focused on best practices and high-quality initial instruction for English Learns are a priority.

School and Student Performance Data

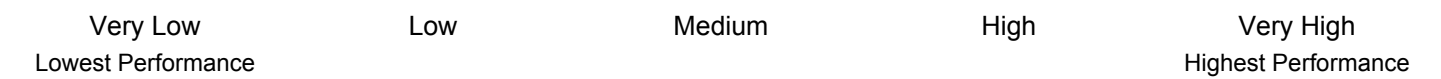
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. We serve students in Transitional Kindergarten through 5th grade, focusing on building a strong foundation for their learning and development.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Orange 5.1% Chronically Absent Increased 1 395 Students	English Learners  No Performance Color 16.1% Chronically Absent Increased 16.1 31 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Socioeconomically Disadvantaged  Orange 18.1% Chronically Absent Increased 2.1 72 Students

Students with Disabilities  Orange 8.7% Chronically Absent Increased 2.2 69 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 23.1% Chronically Absent Increased 23.1 26 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Hispanic  Blue 1.7% Chronically Absent Declined 5.9 60 Students
Two or More Races  Green 7.1% Chronically Absent Declined 2.9 42 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 3.6% Chronically Absent Increased 1.4 253 Students

Conclusions based on this data:

1. Although not a numerically significant subgroup, Socioeconomically Disadvantaged students experienced chronic absenteeism at nearly three times the rate of the overall student population. Targeted outreach and support for this subgroup remains a priority to improve attendance and ensure equitable access to instruction.
2. The principal and office clerk will continue utilizing the Attention 2 Attendance (A2A) system to track attendance data and maintain consistent communication with families of students who are chronically tardy or truant.
3. "Parent meetings are conducted through the School Attendance Review Team (SART) process to address individual family attendance concerns and implement appropriate interventions. We continue to prioritize student engagement and relationship building to foster a positive school climate and ensure students are motivated to attend regularly.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

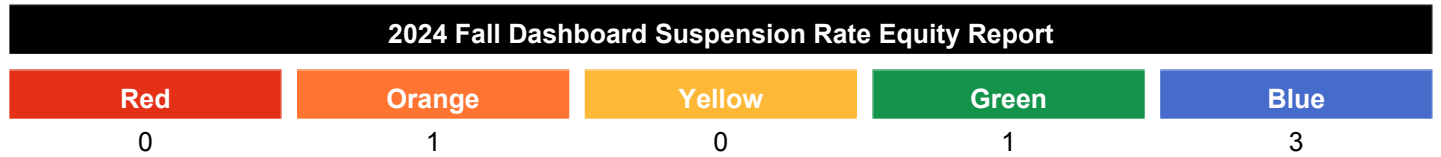
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.5% suspended at least one day Maintained 0.2% 404 Students	English Learners  No Performance Color 0% suspended at least one day Maintained 0% 32 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined 2.3% 77 Students

Students with Disabilities  Orange 2.8% suspended at least one day Increased 0.6% 72 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 3.4% suspended at least one day Increased 3.4% 29 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Hispanic  Blue 0% suspended at least one day Declined 1.9% 60 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 44 Students	Pacific Islander  No Performance Color 0 Students	White  Green 0.4% suspended at least one day Increased 0.4% 257 Students

Conclusions based on this data:

1. During the 2023–2024 school year, one student was suspended.
2. Carl H. Sundahl Elementary continues to strengthen a positive school culture and climate by promoting inclusivity, implementing robust PBIS (Positive Behavioral Interventions and Supports) practices, and utilizing restorative approaches in response to student behavior.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Data tracking and Assessment

Student progress and educational outcomes will be monitored and improved through the effective use of assessment data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA & Math	2023-2024 Percent of students who met or exceeded standards: ELA = 74%; Math = 76%	Increase levels of meeting/exceeding standards
Renaissance Star Reading and Star Math	75% met or exceeded benchmark	Students will show at least one year of growth
enVision Topic Tests	Monitored by individual teachers	Monitored collaboratively during Common Planning Time
Benchmark Advance Unit Tests	Monitored by individual teachers	Monitored collaboratively as part of Common Planning Time

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

1.1	1. Teachers work in Professional Learning Communities (PLCs) weekly to analyze summative and formative assessments and collaboratively plan units of instruction, and intervention.	All students	General Fund 1000-1999: Certificated Personnel Salaries Teacher collaboration completed during contract hours
1.2	2. Provide intervention opportunities for students performing below grade-level standard in reading and math.	All students	116416 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher/MTSS Specialist 34868 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher/MTSS Specialist benefits
1.3	3. Teachers use the required Universal Screeners and IAB Assessments to progress monitor student reading achievement multiple times a year.	All students	General Fund 1000-1999: Certificated Personnel Salaries Teachers will administer universal screeners during contract hours.
1.4	4. Establish and utilize a Guiding Coalition composed of teachers, staff, and site leadership to lead ongoing school improvement efforts. The coalition will regularly review academic data, identify instructional priorities, monitor progress toward academic goals, and support the implementation of schoolwide strategies aligned to the SPSA.	All students	2007 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Guiding Coalition will meet monthly. 452 LCFF - Supplemental 3000-3999: Employee Benefits Guiding Coalition benefits
1.5	Improve Student Academic Achievement in ELA through Access to High-Interest Instructional Materials and quality instructional strategies.	All students	2531 LCFF - Supplemental 4000-4999: Books And Supplies 7368 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA Instructional Support 4395 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All teachers received professional development from Solution Tree presenter Maria Nielson on unit planning and common formative assessment design. Site level training and updated structures for effective collaboration are planned for the 2024-2025 school year.

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

No major differences noted.

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

This goal continues as part of on-going site and district Professional Learning Community work.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family and Student Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Average of 94% during 2024-2025	Increase to 97% or higher
Suspension rate	3 suspensions during the 2024-2025 school year	Maintain low suspension rate
Volunteers and parent attendance at events	250 parents approved as Category 2 volunteers during the 2024-2025 school year	Continue to engage volunteers with new opportunities for school involvement

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strengthen monthly tracking of attendance using Attention to Attendance (A2A) software. Allocate time for related parent outreach. Communicate the importance of daily attendance and when	All students	10702 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

	Independent Study contracts may be used. Implement recognition events.		Additional hours for School Clerk 4165 LCFF - Supplemental 3000-3999: Employee Benefits School Clerk benefits
2.2	Increase parent outreach and communication tools including monthly newsletters, weekly email blasts, and a streamlined website.	All students	9678 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator salary 4293 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits
2.3	Continue the Special Friends Program on our school site to aid target students with social skills instruction and individualized positive school connectedness activities.	All students	3000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Child Assistant
2.4	Implement school wide PBIS structures and incentives including Procedure Parades, Dazzling Dolphin Recognition Program, Dazzling Dolphin ticket monthly celebrations, and Dolphin Five Awards.	All students	5422 District Funded 4000-4999: Books And Supplies Prizes, trophies, awards 500 Donations 4000-4999: Books And Supplies Dolphin store merchandise 1000 District Funded 1000-1999: Certificated Personnel Salaries Climate Coach stipend. Supports organization, professional development, and leadership of the Climate/PBIS team on site.
2.5	Increase family education events such as Author Night, Math Night, STEM Night, Multi-cultural Night, and educational assemblies that bring the community together for fun learning experiences.	All students	5000 Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures Assembly programs
2.6	Provide alternatives to removal and suspension by growing behavior interventions such as Check in Check out (CICO) and restorative practices.	All students	Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Learning Recovery 3000-3999: Employee Benefits MTSS Specialist benefits
2.7	Increase hours for Health Assistant to support families with positive school attendance and health.	All students	5352 LCFF - Supplemental

			2000-2999: Classified Personnel Salaries Health Assistant 2095 LCFF - Supplemental 3000-3999: Employee Benefits Health assistant benefits
2.8	School wide instruction on Disability Awareness and ways to support inclusive learning environments across the campus.	All students	500 Donations 4000-4999: Books And Supplies Books and materials to support Disability awareness
2.9	Increase Parent Engagement and Education Opportunities with a Focus on Unduplicated Pupils (UPP) UPP = English Learners, Foster Youth, and Socioeconomically Disadvantaged Students	All students	6422 LCFF - Supplemental 4000-4999: Books And Supplies Books and materials to support students

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Structures for increasing student and parent engagement are strong. New PBIS activities reduced errant behaviors and increased classroom engagement. The art docent program, Dolphins Art, increased the number of parent volunteers on campus weekly.

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

No major differences noted.

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

This goal will continue unchanged.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Cross-Cultural Content Area Instruction

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)
3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.02 - Provide professional development opportunities in quality first instruction.
3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.
3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We are committed to ensuring all students succeed at high levels.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	2023-2024 Percent of students who met or exceeded standards: ELA = 74%; Math = 76%	Continue to increase the percent of students meeting or exceeding standards
Professional Development	Provide staff with training in high quality first instruction.	Use monthly staff meetings, release days, and optional District Professional Development Days to conduct training
Renaissance Summative Testing	75% of students scored at or above the benchmark for STAR Reading and STAR Math.	Continue to grow the percent of students scoring at or above the target benchmark.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

3.1	Train teachers in collective teacher efficacy practices aligned to Professional Learning Community (PLC) work.	All students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Maria Nielson training and site level consultation
3.2	Use Common Planning Time (CPT) for weekly teacher collaboration with a focus on student success and differentiation (at both ends of the continuum - intervention and amplification). Use PLC practices including norms, collective agreements, answering the four PLC questions, and planning units of study together.	All students	District Funded 1000-1999: Certificated Personnel Salaries Common planning time use for collaborating with colleagues
3.3	Integrate the site MTSS specialist and the general education Kindergarten para educators into grade level WIN (What I Need) times to support differentiation and targeted instruction.	All students	Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Learning Recovery 3000-3999: Employee Benefits MTSS Specialist benefits
3.4	Schedule Every Student by Name (ESBN) meetings twice a year. These meetings allow time to monitor progress to ensure all students achieve high levels of learning.	All students	12370 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes to release teachers to collaborate in grade levels. 2721 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
3.5	Additional training para educators, and bilingual instructional assistants in language development strategies and curriculum including Benchmark Go and Lexia English.	Identified English Language Learners (ELL)	Learning Recovery 2000-2999: Classified Personnel Salaries MTSS Specialist
3.6	Yard Duty training and PD	All students	364 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Yard duty training 137 LCFF - Supplemental 3000-3999: Employee Benefits Yard duty training benefits

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All teachers took part in site and district level training in Professional Learning Community work.

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

Outcomes remained consistent.

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.

Outcomes remained consistent.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Curriculum and Instruction

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

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

4.02 - Maintain schools in good repair.

4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Implement standards-based instruction to support all students in mastering grade-level content.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.2	Identify essential standards at each grade level; align instruction using adopted and supplementary materials.	All students	Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist

			Learning Recovery 3000-3999: Employee Benefits MTSS Specialist 14517 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Para Educator, General Education: targeting EL (i.e., Newcomer students) to master essential standards 5479 LCFF - Supplemental 3000-3999: Employee Benefits Para Educator benefits
4.3	Beginning Teacher Support and Assistance program (BTSA) and school site level support for new teachers	All students	District Funded 1000-1999: Certificated Personnel Salaries Experienced site and district teachers provided mentoring, instruction, and observation opportunities to the teachers on our site participating in Induction.
4.4	School site Program Monitor for Categorical Programs provides teacher support, professional development, and program coherence to assist teachers and staff working with English language learners.	Identified English Language Learners (ELL)	District Funded 1000-1999: Certificated Personnel Salaries Stipend for Program Monitor to ensure coherence and English learner support
4.5	Para educator and Bilingual Instructional Assistant (BIA) will provide small group instruction and reteaching to aid beginning level ELLs to learn English and master essential standards.	Identified English Language Learners (ELL)	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual instructional assistant LCFF - Supplemental 3000-3999: Employee Benefits Bilingual instructional assistant benefits
4.6	.		

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

While the site's focus on Essential Standards has not yet translated into measurable gains in CAASPP scores, it has provided teachers with a clearer framework for prioritizing key instructional content. This year, the school experienced a significant increase in English learner enrollment, doubling to a total of 27 students. The funds allocated for English learner support were essential in providing these students with access to supplemental, beginning-level instruction, helping to address their unique language development needs.

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

Outcomes remained consistent.

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.

The current strategy will continue without modification.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$261,754.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 (\$)
District Funded	\$6,422.00
Donations	\$1,000.00
LCFF - Supplemental	\$98,048.00
Learning Recovery	\$151,284.00
Parent-Teacher Association (PTA)	\$5,000.00

Subtotal of state or local funds included for this school: \$261,754.00

Total of federal, state, and/or local funds for this school: \$261,754.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	98,048	0.00
Learning Recovery	151,284	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	6,422.00
Donations	1,000.00
LCFF - Supplemental	98,048.00
Learning Recovery	151,284.00
Parent-Teacher Association (PTA)	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	131,793.00
2000-2999: Classified Personnel Salaries	47,981.00
3000-3999: Employee Benefits	58,605.00
4000-4999: Books And Supplies	15,375.00
5700-5799: Transfers Of Direct Costs	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	1,000.00
4000-4999: Books And Supplies	District Funded	5,422.00

4000-4999: Books And Supplies	Donations	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	14,377.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	47,981.00
3000-3999: Employee Benefits	LCFF - Supplemental	23,737.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,953.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	3,000.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	116,416.00
3000-3999: Employee Benefits	Learning Recovery	34,868.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	168,037.00
Goal 2	58,129.00
Goal 3	15,592.00
Goal 4	19,996.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Cindy Dunn	Principal
Terra Marshall	Classroom Teacher
Jen Jones	Classroom Teacher
Wendy Perez	Classroom Teacher
Nicola Mayo	Other School Staff
Amanda Ross	Parent or Community Member
Rosemary Jamison	Parent or Community Member
Kendall Mackey	Parent or Community Member
Darya Veprzhyski,	Parent or Community Member
Matthew Bruce	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.	
Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.	
1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA) 2. The ELAC shall assist the school in the development of: a. The school's needs assessment. b. The school's annual language census. c. Ways to make parents aware of the importance of regular school attendance.	

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2025.

Attested:



Principal, Cindy Dunn on 5/29/2025



SSC Chairperson, Kendall Mackey on 5/29/2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/at si planning webinar 22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/at si plans summary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023

School Site Council Sign In

05/28/2025

Name	Role	Signature
Cindy Dunn	Principal	Present
Kendall Mackey	Parent	absent
Matthew Bruce	Parent	Present
Amanda Ross	Parent	Present
Rosemary Jamison	Parent	absent
Darya Veprzhytski	Parent	Present
Terra Marshall	Teacher	absent
Jen Jones	Teacher	Present
Wendy Perez	Teacher	Present
Nicola Mayo	Classified	Present
	Guest	
	Guest	
	Guest	

NOTICE OF REGULAR MEETING
OPEN TO THE PUBLIC

Carl H. Sundahl Elementary School

School Site Council

Wednesday, May 28, 2025

3:00 PM

Agenda

1. Introductions
2. Old Business
3. New Business
 - a. SPSA
4. Adjourn

MEETING MATERIALS AVAILABLE UPON REQUEST

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

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

Site Council Meeting: SPSA Final Review with Site Council Members

Date:05/28/25, via Zoom

Attendees:

Cindy Dunn (Principal), Jen Jones (teacher), Wendy Perez (teacher), Matt Bruce (Parent), Darya Veprzhyskaya (Parent), Kendal Fish (Parent), Amanda Ross (Parent), Nicola Mayo (Staff)

Absent: Terra Marshall

Agenda Item: SPSA Final Review

The team reviewed the final draft of the Single Plan for Student Achievement (SPSA), which outlines the school's strategic goals and associated actions.

Goal 1: Data Tracking and Assessment

- Teachers meet weekly in PLCs to analyze assessment data and plan instruction/intervention.
- Intervention support is provided for students below grade level in reading and math.
- Universal Screeners and IAB Assessments are used throughout the year to monitor reading progress.

Goal 2: Family and Student Engagement

- Strengthening attendance tracking and increasing parent outreach through communication tools.
- Continuing the Special Friends Program to support social-emotional development.
- Implementation of schoolwide PBIS incentives; procedure parades, dazzling dolphin recognitions, monthly celebrations, and dolphin five awards.
- Expanding family education events (Author Night, Math Night, STEM Night, Multicultural Night).

- Growing behavior interventions to reduce suspensions (Check-In/Check-Out, restorative practices).
- Increasing Health Assistant hours to support attendance and family health needs.
- Providing schoolwide instruction on Disability Awareness to promote inclusion.

Goal 3: Cross-Cultural Instruction

- Training in collective teacher efficacy aligned with PLC practices.
- Weekly CPT used for collaboration with focus on differentiation and student achievement.
- Integration of MTSS specialists and paraeducators into targeted instructional practices.
- Holding ESN meetings twice a year to monitor individual student progress.
- Training for educators and bilingual staff in language development strategies, including Benchmark Advance and Lexia English.

Goal 4: Curriculum and Instruction

- Identification of essential standards per grade level, alignment through adopted/supplemental materials.
- Support for beginning teachers.
- Program monitoring for categorical programs to ensure instructional coherence for ELLs.
- Bilingual Instructional Assistants and paraeducators to provide small-group instruction for beginning English learners.

Additional Notes:

Whilst the site's focus on Essential Standards has not yet translated into measurable gain in CAASPP scores/data, it has provided teachers with a clearer framework for instructional content

English Learner enrollment doubled this year (now 27 students). Funding for EL support has been vital in providing supplemental instruction to address these students' language development needs.

Next Steps:

Finalize and submit SPSA for district approval. Continue progress monitoring and implementation as outlined in the plan.