

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sundance Elementary School	37682966099444	October 23,2019	November 14, 2019

School Vision and Mission

The Vision of Sundance Elementary School is to provide all of our students with the finest educational experience possible. While pursuing academic excellence, we also work to ensure that our children are socially and emotionally prepared for 21st Century success.

The Mission of Sundance Elementary School is to ensure that our students are life-ready by blending strong foundational skills with multiple opportunities to use those skills in creative, fun, and innovative ways.

To guide our Vision and Mission Statements, the Sundance staff has created a Theory Action.

At Sundance we believe: *If we provide social emotional safety for our students, then students will be able to engage in rich meaningful, purposeful tasks and conversations to advance their learning.*

School Profile

Built in 1979, Sundance Elementary is located in a North County suburban community of San Diego known as Rancho Peñasquitos and has a current enrollment of 450 students. The student demographics at Sundance show that it is approximately 37% White, 11% Filipino, 11% Hispanic, 23% Asian, 1% African American, two or more races 22%. And 3% others. There are 15% of students on free and reduced lunch. English Language Learners comprise 18% of the student enrollment.

Sundance is a small and diverse school where we strive to provide all of our students with the finest educational experience possible. We achieve this by blending strong foundational skills with multiple opportunities to use those skills in creative, fun, and innovative ways. While always pushing for academic excellence, we are also aware of the need to ensure that our children are socially and emotionally prepared for a successful life in the 21st Century. To enable this success, we have created a culture where all of our staff is caring, collaborative, resourceful, and team-oriented.

Knowing how very important it is to have a positive relationship with our school community, we continue to maintain and sustain this vital connection. Because we have created a tight-knit relationship, we are able to provide the resources for a plethora of activities for our students. These activities include: PE, running club, music, dances, a fall carnival, international celebrations, chess club, and a science team. We are very proud of our successes. We are committed to maintaining those successes, while always searching for ways to make Sundance the best school possible. Sundance has a wide-range of programs to address the varied student needs represented at our school. These include English Language Learners (ELL), Gifted and Talented Education (GATE), Speech and Language, Special Education, Parent Participation Pre-School, Transitional Kindergarten, Extended Student Services (ESS), (1) Impact Aides, and Rtl/MTSS Team.

Parents and students view Sundance Elementary as an important part of their community, and feel positive about the educational opportunities it provides. Sundance has a very active volunteer program, Foundation, and Parent Activity Committee (PAC.) We have over 100 parent and community volunteers providing academic and social enrichment to our students. Sundance's Twin Trails Education Foundation raise money to provide improved educational opportunities for our students. We are proud that families remain our most important partners in the education of our children. Our Foundation and PAC support the IMPACT teacher, fund assemblies, author book talks, family and community nights such as the annual Sock Hop, Talent Show, music for all grades, parent education nights, as well as a host of other wonderful monthly activities. The Future Shines at Sundance!

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

On a quarterly basis, Sundance Staff reviews and analyzes key data points which drives our instruction and intervention programs. We use this data to develop our annual goals which are reflected in this SPSA.

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for this Single Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data is shared with these groups and analyzed for trends and patterns of under-performance. Feedback from these meetings resulted in the development goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP. Parent and student input was also solicited through California Healthy Kids Surveys.

School stakeholder involvement meeting dates were as follows:

ELAC, 9/27

SSC, 9/18, 10/9, 10/23

Staff Meetings 8/19, 9/8, 9/30

PAC 8/29

Additional stakeholder input is fostered and encouraged at Sundance throughout the school year via the following opportunities:

- parent surveys (site one conducted in Spring 2018 and off years of CHKS)
- Back to School night in August
- participating in the ThoughtExchange process
- participating in the California Healthy Kids survey (CHKS)
- joining our Site Safety Committee
- attending Principal Coffees (held monthly throughout the school year)
- EL parents are encouraged to attend English Language Advisory Committee (ELAC) meetings
- parents are made aware of these opportunities through weekly Blackboard Connect, Weekly Wildcat, site website, Facebook, and classroom newsletters.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.4%	0.68%	0.67%	2	3	3
African American	2.1%	0.91%	0.9%	10	4	4
Asian	20.7%	21.87%	23.15%	99	96	103
Filipino	11.1%	10.93%	9.89%	53	48	44
Hispanic/Latino	11.9%	11.39%	10.79%	57	50	48
Pacific Islander	1.0%	0.91%	0.67%	5	4	3
White	36.1%	36.67%	39.78%	173	161	177
Multiple/No Response	0.6%	0.46%	0.22%	3	2	1
Total Enrollment				479	439	445

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	75	78	99
Grade 1	78	65	60
Grade 2	63	70	68
Grade3	89	59	77
Grade 4	77	84	60
Grade 5	97	83	81
Total Enrollment	479	439	445

Conclusions based on this data:

1. Based on this data, Sundance's demographics have remained relatively the same for the past three years with White, Asian, Hispanic and Filipino representing the majority of the population.
2. Sundance enjoys very little turnover as represented by the data. Students starting in TK tend to finish their 5th grade year at Sundance.
3. The past two years shows our Kindergarten enrollment increasing by about 20 students over the 2016-2017 school year.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	70	74	74	14.6%	16.9%	16.6%
Fluent English Proficient (FEP)	60	45	51	12.5%	10.3%	11.5%
Reclassified Fluent English Proficient (RFEP)	14	8	7	18.7%	11.4%	9.5%

Conclusions based on this data:

1. Sundance's English Learner numbers have remained consistent for the past several years averaging 16%
2. The percentage of students classified as Fluent English Proficient has also been consistently in the 11% range.
3. The number of Reclassified Fluent English Proficient students has remained consistently in the 10% range.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	88	58	78	84	57	76	84	57	76	95.5	98.3	97.4
Grade 4	78	84	58	74	78	56	74	78	56	94.9	92.9	96.6
Grade 5	95	78	78	94	76	74	94	76	74	98.9	97.4	94.9
All	261	220	214	252	211	206	252	211	206	96.6	95.9	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2468.	2485.	2495.	42.86	54.39	53.95	29.76	21.05	31.58	13.10	19.30	11.84	14.29	5.26	2.63
Grade 4	2500.	2523.	2519.	39.19	43.59	42.86	21.62	29.49	30.36	18.92	16.67	19.64	20.27	10.26	7.14
Grade 5	2530.	2540.	2568.	30.85	38.16	47.30	36.17	32.89	33.78	13.83	14.47	10.81	19.15	14.47	8.11
All Grades	N/A	N/A	N/A	37.30	44.55	48.54	29.76	28.44	32.04	15.08	16.59	13.59	17.86	10.43	5.83

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	40.48	47.37	47.37	35.71	40.35	50.00	23.81	12.28	2.63	
Grade 4	32.43	42.31	53.57	51.35	50.00	35.71	16.22	7.69	10.71	
Grade 5	39.36	40.79	47.30	38.30	47.37	48.65	22.34	11.84	4.05	
All Grades	37.70	43.13	49.03	41.27	46.45	45.63	21.03	10.43	5.34	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46.43	50.88	39.47	39.29	42.11	56.58	14.29	7.02	3.95
Grade 4	35.14	39.74	26.79	51.35	50.00	64.29	13.51	10.26	8.93
Grade 5	42.55	40.79	43.24	43.62	46.05	52.70	13.83	13.16	4.05
All Grades	41.67	43.13	37.38	44.44	46.45	57.28	13.89	10.43	5.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	28.07	42.11	59.52	64.91	53.95	7.14	7.02	3.95
Grade 4	24.32	37.18	33.93	64.86	57.69	60.71	10.81	5.13	5.36
Grade 5	32.98	32.89	37.84	58.51	56.58	58.11	8.51	10.53	4.05
All Grades	30.56	33.18	38.35	60.71	59.24	57.28	8.73	7.58	4.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.05	49.12	53.95	48.81	43.86	42.11	7.14	7.02	3.95
Grade 4	36.49	35.90	37.50	52.70	56.41	57.14	10.81	7.69	5.36
Grade 5	38.30	43.42	47.30	44.68	43.42	44.59	17.02	13.16	8.11
All Grades	39.68	42.18	47.09	48.41	48.34	47.09	11.90	9.48	5.83

Conclusions based on this data:

1. The percentage of all students scoring in the standard met or exceeded range has increased for the past three years growing from 67% to 81%
2. The percentage of students scoring below standard has decreased for the past two years in the area of writing falling from 10% to 5%.
3. The percentage of students scoring below standard has decreased for the past two years in the area of listening falling from 8% to 4%.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	88	58	78	86	56	76	86	56	76	97.7	96.6	97.4
Grade 4	78	83	58	75	78	56	75	78	56	96.2	94	96.6
Grade 5	95	78	78	94	76	73	94	76	73	98.9	97.4	93.6
All	261	219	214	255	210	205	255	210	205	97.7	95.9	95.8

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2466.	2479.	2478.	29.07	41.07	35.53	40.70	32.14	39.47	19.77	21.43	19.74	10.47	5.36	5.26
Grade 4	2504.	2512.	2525.	29.33	23.08	37.50	33.33	39.74	37.50	26.67	29.49	17.86	10.67	7.69	7.14
Grade 5	2545.	2542.	2573.	31.91	39.47	49.32	25.53	23.68	26.03	28.72	18.42	20.55	13.83	18.42	4.11
All Grades	N/A	N/A	N/A	30.20	33.81	40.98	32.94	31.90	34.15	25.10	23.33	19.51	11.76	10.95	5.37

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level		% Above Standard			% At or Near Standard			% Below Standard		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		47.67	53.57	48.68	38.37	37.50	39.47	13.95	8.93	11.84
Grade 4		50.67	37.18	46.43	24.00	44.87	39.29	25.33	17.95	14.29
Grade 5		45.74	46.05	50.68	26.60	28.95	41.10	27.66	25.00	8.22
All Grades		47.84	44.76	48.78	29.80	37.14	40.00	22.35	18.10	11.22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level		% Above Standard			% At or Near Standard			% Below Standard		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		40.70	53.57	51.32	44.19	41.07	44.74	15.12	5.36	3.95
Grade 4		33.33	35.90	41.07	49.33	52.56	46.43	17.33	11.54	12.50
Grade 5		30.85	31.58	36.99	54.26	47.37	54.79	14.89	21.05	8.22
All Grades		34.90	39.05	43.41	49.41	47.62	48.78	15.69	13.33	7.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.53	44.64	43.42	48.84	46.43	48.68	11.63	8.93	7.89
Grade 4	37.33	41.03	41.07	46.67	52.56	48.21	16.00	6.41	10.71
Grade 5	32.98	31.58	43.84	43.62	44.74	47.95	23.40	23.68	8.22
All Grades	36.47	38.57	42.93	46.27	48.10	48.29	17.25	13.33	8.78

Conclusions based on this data:

1. The percentage for all students scoring in the standard met or exceeded range has increased for the past three years from 63% to 75%.
2. The percentage of students scoring in the above standard range has increased in the area of problem solving for two years growing from 39% to 43%.
3. The percentage of students scoring in the above standard range has increased for the past two years in the area of communicating reasoning growing 37% to 43%.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1470.9		1483.2		1442.0		17	
Grade 1	1553.4		1529.2		1576.9		18	
Grade 2	1566.4		1562.4		1569.8		12	
Grade 3	*		*		*		*	
Grade 4	*		*		*		*	
Grade 5	*		*		*		*	
All Grades							73	

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	17	17
1	88.89	*	*	*		*		*	18	*
4	*	*	*	*	*		*	*	*	*
All Grades	60.27		24.66		*		*		73	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	17	17
1	88.89	*	*	*				*	18	*
2	91.67	*	*	*		*			12	*
4	*	*	*		*		*	*	*	*
All Grades	68.49		19.18		*		*		73	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	17	17
1	88.89	*	*	*		*		*	18	*
2	91.67	*		*	*	*			12	*
3	*	*	*	*	*	*			*	*
4	*	*	*	*	*	*	*	*	*	*
All Grades	56.16		23.29		*		*		73	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	94.12	*	*	*		*	17	17	
1	94.44	*	*	*		*	18	*	
4	*	*	*	*	*	*	*	*	
All Grades	76.71		17.81		*		73		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	17		
1	77.78	*	*	*		*	18		
All Grades	68.49		23.29		*		73		

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	76.47		*	17	17	
1	100.00	*		*		*	18	*	
2	91.67	*		*	*		12	*	
4	*	*	*	*	*	*	*	*	
All Grades	58.90		32.88		*		73		

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	64.71	*	*	*	*	17	17
1	77.78	*	*	*		*	18	*
4	*	*	*	*	*	*	*	*
All Grades	53.42		36.99		*		73	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Conclusions based on this data:

1. In 2018-2019 46% of the 37 students tested on the ELPAC scored as Well Developed in the area of Overall Language.
2. In 2018-2019 37% of the 37 students tested on the ELPAC scored as Moderately or Somewhat Developed in the area of Overall Language.
3. In 2018-2019 11% of the 37 students tested on the ELPAC scored as Minimally Developed in the area of Overall Language.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	*	*	*	1	1	*	*	*	*
American Indian or Alaskan	*	*	*	1	1	*	*	*	*
Asian	112	99	107	3	8	7	2.7	8.2	6
Filipino	54	48	41	3	0	0	5.6	0.0	0
Hispanic or Latino	56	54	52	4	6	2	7.1	11.1	4
Did not Report	*	*	*	1	1	*	*	*	*
Pacific Islander	*	*	*	1	1	*	*	*	*
Two or More Races	84	71	72	8	3	5	9.5	4.2	7
White	181	166	180	9	9	7	5.0	5.4	4
Male	261	233		16	13		6.1	5.6	
Female	248	219		12	13		4.8	6.0	
English Learners	76	76	74	3	6	1	3.9	7.9	2
Students with Disabilities	67	65		6	6	5	9.0	9.4	7
Socioeconomically	87	88	74	5	11	6	5.7	12.6	8
Migrant									
Foster	*			1			*		
Homeless	*	*		1	1		*	*	
Kindergarten	78	83		7	13		9.0	15.7	
Grades 1-3	247	200		11	6		4.5	3.0	
Grades 4-6	184	169		10	7		5.4	4.2	
Grades 7-8									
Grades K-8	509	452		28	26		5.5	5.8	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	509	452	464	28	26	21	5.5	5.8	5

Conclusions based on this data:

1. Chronic absenteeism remains just below 6% for the past three years.
2. Last year, white students represented 42% of the students who were chronically absent.
3. Last year, students identified as two or more races, represented 35% of the students who were chronically absent.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	1.0	0.0	0.4

Conclusions based on this data:

1. Based on the last three years worth of data, Sundance has suspended has a low suspension rate.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

Conclusions based on this data:

1. Does not apply to Sundance Elementary, as our students promote to middle school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 1: Mathematics

Based upon the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) report, 78% of 3rd-5th grade students will perform at "Standard Met" or "Standard Exceeded" in the overall area of mathematics.

Identified Need

This need was identified by analysis our data from the CAASPP, which shows that there are currently 25% of our 3rd-5th grade learners are below CAASPP proficiency levels as measured by the mathematics section of the CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the mathematics portion of the Spring 2020 CAASPP for all students.	Data from the Spring 2019 CAASPP Mathematics shows 75% of 3rd-5th grade learners at "standard met" or "standard exceeded."	The percentage of all students with scores of "standard met" or "standard exceeded" on the Spring 2020 CAASPP mathematics will show growth from 75% to 78%.
English Learner Data from the mathematics portion of the Spring 2020 CAASPP for learners identified as English Learners.	Data from the Spring 2019 CAASPP Mathematics shows 31% of 3rd-5th grade English learners at "standard met" or "standard exceeded."	The percentage of English learner students with scores of "standard met" or "standard exceeded" on the Spring 2020 CAASPP mathematics will show growth from 31% to 41%.
EDY/Title I Data from the mathematics portion of the Spring 2020 CAASPP for learners identified as EDY/Title 1.	Data from the Spring 2019 CAASPP Mathematics shows 65% of 3rd-5th grade EDY/Title 1 learners at "standard met" or "standard exceeded."	The percentage of EDY/Title 1 students with scores of "standard met" or "standard exceeded" on the Spring 2020 CAASPP mathematics will show growth from 65% to 68%.
Student with Disabilities Data from the mathematics portion of the Spring 2020 CAASPP for learners identified as students with disabilities.	Data from the Spring 2019 CAASPP Mathematics shows 86% of 3rd-5th grade students with disabilities at "standard met" or "standard exceeded."	The percentage of students with disabilities with scores of "standard met" or "standard exceeded" on the Spring 2020 CAASPP mathematics will be 86%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EDY and EL learners who are below proficiency in the area of mathematics (K-5)

Strategy/Activity

Classified impact aides or certificated substitute teachers will support targeted learners on specific math skills approximately 3-5 days per week from September - May. Learner grouping will focus on our EDY and EL students. The groupings of these students will be flexible and consistently monitored based on data throughout the year. Research-based curriculum will be used with our learners, such as Math Central Resources, Math Expressions Intervention, Touch Math, Compass Learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,920

Educationally Disadvantaged Youth
2000-2999: Classified Personnel Salaries
Classified impact aides or certificated substitute teachers will support targeted EDY learners on specific math skills approximately 3-5 days per week from September - May.

5,920

English Learners
2000-2999: Classified Personnel Salaries
Classified impact aides or certificated substitute teachers will support targeted EL learners on specific math skills approximately 3-5 days per week from September - May.

8,000

Foundation
2000-2999: Classified Personnel Salaries
Foundation has agreed to fund a classified impact aide or certificated sub teachers to support the staff in providing differentiated learning to students in need.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All TK/K Students in the area of Mathematics.

Strategy/Activity

The Kindergarten team will teach the state standards by using Math Expressions. Additionally, the K teachers remain committed to differentiating their math groups by creating small, flexible groupings. They will also continue Math Talks and will introduce student goal setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
No additional budgeted expenditures.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All First Grade students in the area of Mathematics.

Strategy/Activity

The first grade team is committed to teach state standards in mathematics by continuing their use of Math Expressions. They will also continue their practice of creating flexible small differentiated math groups. They will also work to develop a positive math mindset in their students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
No additional budgeted expenditures.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Second Grade students in the area of Mathematics.

Strategy/Activity

The second grade team will continue to teach the state standards through the use of Math Expressions. They will also continue their practice of creating flexible small differentiated math groups. They also continue to provide students with hands-on concrete materials. Math Talks will continue as well as learning through games.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
No additional budgeted expenditures.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Third Grade students in the area of mathematics.

Strategy/Activity

The Third Grade team will continue to teach the state standards through the use of Math Expressions. They will also continue their practice of creating flexible small differentiated math groups. They will integrate math applications like Freckle, XTraMath. They are also committed to the use of creating positive math mindsets, using math tasks, and math fact games.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
No additional budgeted expenditures.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Fourth Grade students in the area of Mathematics.

Strategy/Activity

The Fourth Grade team will continue to teach the state standards through the use of Math Expressions. They will also continue their practice of creating flexible differentiated math groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
No additional budgeted expenditures.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Fifth Grade students in the area of mathematics.

Strategy/Activity

The Fifth Grade team will continue to teach the state standards through the use of Math Expressions. They will also continue their practice of creating flexible small differentiated math groups. They will also continue their use of math centers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 2: English Language Arts

Based upon the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) report, 83% of 3rd-5th grade learners will perform at "Standard Met" or "Standard Exceeded" in the overall area of of ELA/Literacy.

Identified Need

This need was identified by analysis of our data from the CAASPP, which shows that there are currently 20% of 3rd-5th grade learners below CAASPP proficiency levels as measured by the ELA/Literacy section of the CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the ELA portion of the Spring 2020 CAASPP	Data from the Spring 2019 CAASPP ELA/Literacy shows 80% of 3rd-5th grade learners at "standard met" or "standard exceeded."	The percentage of all learners with scores of "standard met" or "standard exceeded" on the Spring 2020 CAASPP ELA/Literacy will show growth from 80% to 83%.
English Learner Data from the ELA portion of the Spring 2020 CAASPP for learners identified as English Learners	Data from the Spring 2019 CAASPP ELA/Literacy shows 63% of 3rd-5th grade English language learners at "standard met" or "standard exceeded."	The percentage of English Learners with scores of "standard met" or "standard exceeded" on the Spring 2020 CAASPP ELA/Literacy will grow from 63% to 66%.
EDY/Title I Data from the ELA portion of the Spring 2020 CAASPP for learners identified as EDY.	Data from the Spring 2019 CAASPP ELA/Literacy shows 78% of 3rd-5th grade EDY learners at "standard met" or "standard exceeded."	The percentage of EDY learners with scores of "standard met" or "standard exceeded" on the Spring 2020 CAASPP ELA/Literacy will grow from 78% to 81%.
Student with Disabilities Data from the ELA portion of the Spring 2020 CAASPP for learners identified as student with disabilities.	Data from the Spring 2019 CAASPP ELA shows 65% of 3rd-5th grade students with disabilities at "standard met" or "standard exceeded."	The percentage of students with disabilities with scores of "standard met" or "standard exceeded" on the Spring 2020 CAASPP ELA will show

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		growth from 65% to 68%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Learners who are below proficiency in the area of Literacy/ELA (K-5). Data analysis has shown areas of growth in targeted literacy skills.

Strategy/Activity

Classified impact aides will support targeted EL and EDY learners with specific literacy skills approximately 3-5 days per week from September - May. Learner groupings will be flexible and consistently monitored based on data throughout the year. Research-based curriculum will be used with our learners, for example, Benchmark, CORE Sourcebook.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries Classified impact aides will support targeted EL and EDY learners with specific literacy skills approximately 3-5 days per week from September - May. This person is being funded with same categorical funds supporting our Math Impact Aide. See Goal 1 for budgeted expenditures.
0	English Learners 2000-2999: Classified Personnel Salaries Classified impact aides will support targeted EL and EDY learners with specific literacy skills approximately 3-5 days per week from September - May. This person is being funded with same categorical funds supporting our Math Impact Aide. See Goal 1 for budgeted expenditures.
8,000	Foundation 2000-2999: Classified Personnel Salaries Foundation has agreed to fund a classified impact aide or certificated sub teachers to

support the staff in providing differentiated learning to students in need.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All TK/K students in the area of ELA.

Strategy/Activity

The Kindergarten team will continue to teach the state standards through the use of Benchmark. Additionally, the team is committed to using Heggerty phonemic awareness. The team will also introduce student goal setting to support student ownership in their learning. The use of the CORE assessment will continue to inform their instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
No additional budgeted expenditures.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All First Grade students in the area of ELA.

Strategy/Activity

The First Grade team will continue to teach the state standards through the use of Benchmark. They will also continue to provide flexible differentiated reading groups and are also committed to teaching phonemic awareness through the Heggerty Program. The use of the CORE assessment will continue to inform their instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
No additional budgeted expenditures.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Second Grade students in the area of ELA.

Strategy/Activity

The Second Grade team will continue to teach the state standards through the use of Benchmark. The teachers are also committed to continuing their differentiated small flexible reading groups. The teaching of phonemic awareness and phonics will continue as well. The use of the CORE assessment will continue to inform their instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
No additional budgeted expenditures.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Third Grade students in the area of ELA.

Strategy/Activity

The Third Grade team will continue to teach the state standards through the use of Benchmark. They will also continue to use small flexible differentiated reading groups. The instruction of phonemic awareness will also continue. They will also focus on Growth Mindset strategies and will use SBAC interim writing prompt for practice.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
No additional budgeted expenditures.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Fourth Grade students in the area of ELA.

Strategy/Activity

The Fourth Grade team will continue to teach the state standards through the use of Benchmark. They are also committed to flexible differentiated reading groups. The use of CORE and MAPs assessment will continue drive their instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
No additional budgeted expenditures.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Fifth Grade students in the area of ELA.

Strategy/Activity

The Fifth Grade team will continue to teach the state standards through the use of Benchmark. They team is also committed to the use of small, flexible, differentiated reading groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
No additional budgeted expenditures.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

Based on Spring 2020 Synergy Data, Sundance office referrals will be decrease from a number of 75 to 50 and chronic absenteeism will decrease from 6% to 5%.

Identified Need

Based on 2019 Synergy Data, Sundance recorded 75 office referrals during the 2018-2019 school year. Chronic absenteeism for the past three years has been 6%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from Synergy showing 75 office referrals during the 2018-2019 school year. Synergy data also shows that chronic absenteeism has been 6%.	75 students were sent to the office for various behavioral infractions occurring during the 2018-2019 school year. 26 students were chronically absent last year representing 6% of the school.	The number of students engaging in poor choices will be reduced. This will be reflected in fewer office referrals. Referrals will be reduced in the 2019-2020 school year from last year's number of 75 to 50. Additionally, school absenteeism will decrease from 6% to 5%.
English Learner		
EDY/Title I		
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

School-wide, all students will be provided the necessary structures and supports to facilitate positive behavioral student outcomes.

Strategy/Activity

Positive Behavior Intervention and Support (PBIS) will be fully implemented this year. The school will maintain a focus on being Safe, Respectful and Responsible. Staff will focus on finding the positive in their interactions with students and has committed to the idea of the ratio of four positive statements to one corrective. Additionally, data will be collected showing positive v. corrective feedback by the principal with a goal of a ratio of at least 4 positive to 1 corrective. Current data shows 15 out of 17 classrooms meeting or exceeding the 4:1 ratio. Teachers will be trained in Sanford Harmony practices to support PBIS as well. In fact, the school is working toward being a Sanford Harmony Showcase School. The school will continue to embrace Character Counts, 2nd Step, Project Wisdom, No Place for Hate, Sundance Empathy, Growth Mindset, and Red Ribbon Week. This year, the school has added Mindful Moment as a strategy to allow students to create a sense of calm in their school day. PBIS will continue to a school-wide focus. Positive incentives in the way of Caught Being Good and Empathy Cards will continue to highlight students caught being good. This increased school-wide focus on positive behavior intervention and support should increase our students' desire to be at school, thus reducing our absenteeism rate.

Our Student Support Assistant will continue to support the social emotional learning of our students by helping to implement the 2nd Step program. She also provides weekly opportunities for students to play structured games at recess. She is also regularly on the playground to assist noon duties in helping students to work through issues with other students.

We continue to enjoy having a school counselor to support students who are at risk socially and/or emotionally. She is on campus two days per week. She is working with students on a variety of topics, including bullying. We have titled the program, "Bullying 101." The Counselor will also be leading our students through 2nd Step and Step to Respect to help build our students' emotional intelligence. Our counselor also serves as a resource for Caring Connections which offers further mental health support to our community. Our counselor also provides an on-line Cyber Bullying lesson for our students as well. Finally, she teaches an after school class on Growth Mindset.

Red Ribbon activities include a daily pledge as well as daily activities for the students to remind them to stay drug free. Our Parents Activities Committee (PAC) also pays to have an anti-bullying assembly.

Should Tier I and Tier II interventions be insufficient, students may become part of the SSS process, where a team of educators looks at ways to improve student behavior and create plans to help ensure proper student behavior. Should more intervention be needed, an IAT meeting will be held where further testing might be recommended. At this point, formal behavior intervention plans may be put into place. After assessment, if one or more of the 13 qualifying criteria is met, the student would be eligible for Special Education services. At this point, a child may be referred to a more restrictive classroom setting.

No additional budgeted expenditures.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Educationally Disadvantaged Youth
None Specified

	<p>The Social Emotional Learning program Sanford Harmony will send a trainer to lead teachers through a two-day training during the school year. This program is free.</p> <p>No additional budgeted expenditures.</p>
0	<p>English Learners None Specified</p>
0	<p>District Funded 2000-2999: Classified Personnel Salaries</p>
0	<p>District Funded 1000-1999: Certificated Personnel Salaries</p>
0	<p>Donations None Specified</p>
0	<p>District Funded 1000-1999: Certificated Personnel Salaries</p>

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$25,840.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
District Funded	\$0.00
Donations	\$0.00
Educationally Disadvantaged Youth	\$3,920.00
English Learners	\$5,920.00
Foundation	\$16,000.00

Subtotal of state or local funds included for this school: \$25,840.00

Total of federal, state, and/or local funds for this school: \$25,840.00

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

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
Donations	0.00
Educationally Disadvantaged Youth	3,920.00
English Learners	5,920.00
Foundation	16,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	0.00
2000-2999: Classified Personnel Salaries	25,840.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
None Specified	Donations	0.00
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	3,920.00
None Specified	Educationally Disadvantaged Youth	0.00
2000-2999: Classified Personnel Salaries	English Learners	5,920.00
None Specified	English Learners	0.00
2000-2999: Classified Personnel Salaries	Foundation	16,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,840.00
Goal 2	8,000.00
Goal 3	0.00

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	Date	Signature
Jeff Shean	Parent or Community		
Tanya Roys	Parent or Community		
Ranjeet Sinha	Parent or Community		
Sonja Thoma	Parent or Community		
Chris Nygren	Parent or Community		
Susie Buell	Classroom Teacher		
Amanda McCrady	Classroom Teacher		
Debbie Rosenberger	Classroom Teacher		
Laura Fleming	Other School Staff		
Bob Rodrigo	Principal		

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

Recommendations and Assurances

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

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

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

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

Signature	Date	Committee or Advisory Group Name
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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 October 23, 2019.

Attested:

Principal, Bob Rodrigo on

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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