

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 |
|--------------------------------|-----------------------------------|--|---------------------------|
| Sunset Hills Elementary School | 37682966093231 | 10.22.19 | 11.14.19 |

School Vision and Mission

Mission:

At Sunset Hills Elementary School, we are committed to the universal academic accomplishments of all children. All students are capable learners who have the right to be prepared for college, work and life. We commit to developing the well-being of students by balancing academic, social, and emotional growth. We use a language of hope to foster a positive school environment. At Sunset Hills, all community members are treated with courtesy and respect. We acknowledge that challenges exist, but we refuse to have excuses.

Vision:

To create an inclusive, invigorating and innovative learning community for each and every child, where the staff inspire our students to be global thinkers, creative problem solvers and kind citizens.

School Profile

Sunset Hills Elementary School, established in 1974, has a reputation for providing an excellent learning environment for students. Sunset Hills currently serves approximately 460 students in Transitional kindergarten through fifth grade. Sunset Hills includes programs that support students with special needs with a full inclusion Resource room and 4 special day classes for students K - 5.

Located in Rancho Peñasquitos, the Sunset Hills campus adjoins the campuses of Black Mountain Middle School and Mt.Carmel High School. This proximity allows us to utilize high school and middle school students as mentors and tutors for our elementary students. We are proud of the rich diversity of cultural, ethnic, linguistic, and religious backgrounds of the community. There are approximately thirty different home languages spoken on our campus. We celebrate this diversity throughout the school year with many unique school community centered events.

Sunset Hills benefits from the support of a well-organized PTA that provides many community events each year. The Sunset Hills Education Foundation provides considerable financial support for school programs and enhances our STEAM resources for students. Many parents serve as

classroom volunteers, field trip chaperones, and academic mentors. Sunset Hills volunteers log more than 10,000 volunteer hours per year. Our dedicated staff and supportive community work together to realize our collective commitment, "Every Student, Every Day, Whatever it Takes."

As a community, we are dedicated to the education of each and every student on our campus and strive to meet the needs of our students through the collaborative efforts of teachers, parents, students, and support staff. At Sunset Hills we value, and acknowledge, the importance of our students thinking and collaborating around real world ideas through the lenses of social justice, anti-bias, and cultural proficiency. Our diverse backgrounds and cultural heritage add to the richness of our learning environment and strengthen our day to day curriculum.

We are dedicated to making Sunset Hills a place where each and every child will be a lifelong learner. Sunset Hills is a place where students are inspired to reach their full potential by discovering strengths and passions through cross-curricular hands on exploration using the design-thinking model. This year, we are in our initial implementation year of an STEAM based learning space for our learners.

In conjunction with our Poway Unified core values, we strive to create the conditions and culture which build world class learners. We work to establish a foundation for our students to be successful and prepared for college and career level thinking, problem solving and creativity. We are engaged in multi-year professional learning and collaboration around the following areas:

1. Response to Intervention and Instructions, specifically research based instruction
2. K-5 Implementation of our ELA curriculum, Benchmark Advance
3. Creating the conditions and culture for world class learning, for staff and students
4. Continuing our learning and implementation of Next Generation Science Standards
5. Always upholding a collective responsibility with the mantra of "Every student, Every day, Whatever it takes" (Culturize, Jimmy Casas)

Students receive instruction and participate in learning activities in a variety of curriculum and subject areas. There is an emphasis, at all grade levels, on collaborating and developing skills in literacy, writing, communication, math computation and problem solving with a special concentration on aligning our educational practices to the California State Standards.

Students walking onto campus feel the energy and enthusiasm that supports their well-being and success in all academic and social emotional endeavors. Our staff is composed of teachers with diverse interests, that benefit our students with a wide variety of teaching experiences, and classified personnel who work diligently to support the education of all our students. Extended Student Services (ESS) provides, on site, for pay childcare from 6:30 a.m. until 6:00 p.m. for approximately 200 students each day.

Communication and collaboration thrives at Sunset Hills. Teacher newsletters, Weekly Seagull Update from the principal, the Sunset Hills website, the Sunset Hills Facebook page, PTA and Foundation websites, teacher MyConnect sites and/or websites, Connect5 messages, Peachjar notifications, our marquee, and a consistent school presence on social media represent the partnership that exists between families, teachers and students. We are a vibrant learning community whose positive energy permeates through all we do with an abundance of opportunities for all students.

Learning doesn't happen in isolation, it is a result of all stakeholders working together. Our school is extraordinary because we are a hardworking, dedicated school community that has come together

holding one vision – the social, emotional, and academic education of each and every one of our students!

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

Each year Sunset Hills conducts a two day Strategic Planning to help determine plans for the next school year. This information is also discussed at monthly NEU Leadership Team meetings, School Site Council meetings, and all staff PLC meetings to ensure all stakeholder voices are heard. Our Strategic Planning meeting includes the following:

- Reviewing a variety of data (e.g. CAASPP, Common Assessments, CORE assessments, California Healthy Kids (CHKS), Student Climate Surveys, ThoughtExchange, Attendance, Discipline, other parent and/or student surveys.
- Analyzing data to determine if programs are effective and meeting student needs (e.g. Lexia, Read Naturally Live, Dreambox, and Freckle Math, Counseling groups, Impact groups)
- Establishing school-wide academic and social emotional goals for the following year.

Sunset Hills understands the importance of including all stakeholders in the process of developing and monitoring our Site plan and budget. Parents are invited to be a part of our site planning in the following ways:

- participation in the ThoughtExchange process
- participating in the California Healthy Kids survey (CHKS) - every other school year
- participation in the student perception survey 2x per year - students grades 1st - 5th
- No Excuses University (NEU) meetings (4 different meetings are offered at various times, with one in Spanish)
- attending Back to School night in August/September
- as a member of our School Site Council
- joining our Site Safety Committee
- attending Parent University (e.g. meetings focusing on areas, Parenting & Family education)
- attending Principal Coffees (held throughout the school year)
- invitation monthly all community, all school assemblies
- parents of EL students are invited and encouraged to attend English Language Advisory Committee meetings

Parents are made aware of these opportunities through weekly call-out/emails, site website, Tweets, classroom newsletters, and PTA monthly newsletters.

All students will complete an initial school climate student survey in Fall 2019. Students will be asked to complete the same survey in Spring 2020 as an analysis of goal progress. Fifth graders also completed the California Healthy Kids Survey (CHKS).

Our SPSA and accompanying budgets are shared with School Site Council and our English Learner Advisory Committee while being developed in order to receive feedback and make needed adjustments. Plans are reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

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 | 0.2% | 0.22% | % | 1 | 1 | |
| African American | 1.9% | 2.64% | 2.25% | 9 | 12 | 10 |
| Asian | 13.0% | 14.10% | 15.32% | 61 | 64 | 68 |
| Filipino | 8.7% | 6.83% | 7.43% | 41 | 31 | 33 |
| Hispanic/Latino | 14.7% | 13.22% | 15.09% | 69 | 60 | 67 |
| White | 48.0% | 47.58% | 43.24% | 226 | 216 | 192 |
| Multiple/No Response | 2.3% | 3.08% | 3.83% | 11 | 14 | 17 |
| Total Enrollment | | | | 471 | 454 | 444 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|---------|---------|
| Grade | Number of Students | | |
| | 2016-17 | 2017-18 | 2018-19 |
| Kindergarten | 81 | 86 | 88 |
| Grade 1 | 69 | 68 | 66 |
| Grade 2 | 66 | 68 | 69 |
| Grade3 | 78 | 69 | 67 |
| Grade 4 | 74 | 84 | 66 |
| Grade 5 | 103 | 79 | 88 |
| Total Enrollment | 471 | 454 | 444 |

Conclusions based on this data:

1. Our current school enrollment dropped slightly in 2018-19 by 10 students from the previous school year.
2. Student enrollment in grades 3- 5 continues to decline based on the data from 2016 - 2017.
3. Student enrollment in grades K - 2 has remained steady or increased in the past 2 school years based on 2016- 17 data.

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 | 63 | 75 | 65 | 13.4% | 16.5% | 14.6% |
| Fluent English Proficient (FEP) | 38 | 21 | 21 | 8.1% | 4.6% | 4.7% |
| Reclassified Fluent English Proficient (RFEP) | 12 | | 7 | 17.6% | 0 | 9.3% |

Conclusions based on this data:

1. The number of English Learners at our school has remained fairly consistent over the past 3 school years.
2. Out of our current 65 English Learner students, approximately 5% were fluent English proficient when tested through the ELPAC @ the beginning of the year.
3. 7 of the 65 English Learner students in 2018-19 were reclassified to fluent English proficient. This is approximately 10 % of the English learner group.

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 | 81 | 72 | 68 | 78 | 69 | 65 | 78 | 69 | 65 | 96.3 | 95.8 | 95.6 |
| Grade 4 | 79 | 87 | 68 | 76 | 84 | 61 | 76 | 84 | 61 | 96.2 | 96.6 | 89.7 |
| Grade 5 | 106 | 78 | 92 | 104 | 76 | 89 | 104 | 76 | 89 | 98.1 | 97.4 | 96.7 |
| All | 266 | 237 | 228 | 258 | 229 | 215 | 258 | 229 | 215 | 97 | 96.6 | 94.3 |

* 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 | 2482. | 2483. | 2481. | 39.74 | 50.72 | 52.31 | 37.18 | 26.09 | 26.15 | 15.38 | 11.59 | 10.77 | 7.69 | 11.59 | 10.77 |
| Grade 4 | 2513. | 2526. | 2526. | 50.00 | 48.81 | 50.82 | 15.79 | 27.38 | 27.87 | 11.84 | 10.71 | 4.92 | 22.37 | 13.10 | 16.39 |
| Grade 5 | 2534. | 2544. | 2541. | 32.69 | 46.05 | 33.71 | 38.46 | 23.68 | 35.96 | 11.54 | 14.47 | 13.48 | 17.31 | 15.79 | 16.85 |
| All Grades | N/A | N/A | N/A | 39.92 | 48.47 | 44.19 | 31.40 | 25.76 | 30.70 | 12.79 | 12.23 | 10.23 | 15.89 | 13.54 | 14.88 |

| 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 | 41.03 | 40.58 | 47.69 | 48.72 | 46.38 | 41.54 | 10.26 | 13.04 | 10.77 |
| Grade 4 | 44.74 | 46.43 | 42.62 | 39.47 | 44.05 | 42.62 | 15.79 | 9.52 | 14.75 |
| Grade 5 | 37.50 | 46.05 | 39.33 | 46.15 | 38.16 | 40.45 | 16.35 | 15.79 | 20.22 |
| All Grades | 40.70 | 44.54 | 42.79 | 44.96 | 42.79 | 41.40 | 14.34 | 12.66 | 15.81 |

| 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 | 47.44 | 44.93 | 33.85 | 42.31 | 40.58 | 56.92 | 10.26 | 14.49 | 9.23 |
| Grade 4 | 50.00 | 47.62 | 40.98 | 32.89 | 38.10 | 44.26 | 17.11 | 14.29 | 14.75 |
| Grade 5 | 42.31 | 51.32 | 48.31 | 42.31 | 31.58 | 33.71 | 15.38 | 17.11 | 17.98 |
| All Grades | 46.12 | 48.03 | 41.86 | 39.53 | 36.68 | 43.72 | 14.34 | 15.28 | 14.42 |

| 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 | 37.18 | 36.23 | 50.77 | 57.69 | 56.52 | 47.69 | 5.13 | 7.25 | 1.54 |
| Grade 4 | 39.47 | 36.90 | 40.98 | 42.11 | 53.57 | 55.74 | 18.42 | 9.52 | 3.28 |
| Grade 5 | 27.88 | 25.00 | 23.60 | 57.69 | 63.16 | 64.04 | 14.42 | 11.84 | 12.36 |
| All Grades | 34.11 | 32.75 | 36.74 | 53.10 | 57.64 | 56.74 | 12.79 | 9.61 | 6.51 |

| 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 | 47.44 | 52.17 | 44.62 | 39.74 | 37.68 | 43.08 | 12.82 | 10.14 | 12.31 |
| Grade 4 | 44.74 | 46.43 | 45.90 | 44.74 | 42.86 | 39.34 | 10.53 | 10.71 | 14.75 |
| Grade 5 | 39.42 | 39.47 | 35.96 | 40.38 | 44.74 | 48.31 | 20.19 | 15.79 | 15.73 |
| All Grades | 43.41 | 45.85 | 41.40 | 41.47 | 41.92 | 44.19 | 15.12 | 12.23 | 14.42 |

Conclusions based on this data:

1. In the testing year 2018, 157 out of 209 (75.12%) students tested are either meeting or exceeding the standard and 52 out of 209 (24.88%) students are not currently meeting ELA standards as measured by the CAASPP.
2. In analyzing cohort data, it is noted that over the past 3 years, 18 - 26 students continue not to meet standards in ELA.
3. Over the past 3 testing years, the number of 4th graders meeting or exceeding standards continues to increase in the area of ELA.

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 | 81 | 71 | 68 | 80 | 68 | 64 | 80 | 68 | 64 | 98.8 | 95.8 | 94.1 |
| Grade 4 | 79 | 88 | 68 | 76 | 84 | 61 | 76 | 84 | 61 | 96.2 | 95.5 | 89.7 |
| Grade 5 | 106 | 78 | 92 | 104 | 76 | 89 | 104 | 76 | 89 | 98.1 | 97.4 | 96.7 |
| All | 266 | 237 | 228 | 260 | 228 | 214 | 260 | 228 | 214 | 97.7 | 96.2 | 93.9 |

* 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 | 2489. | 2479. | 2493. | 45.00 | 47.06 | 50.00 | 28.75 | 32.35 | 28.13 | 22.50 | 8.82 | 17.19 | 3.75 | 11.76 | 4.69 |
| Grade 4 | 2523. | 2531. | 2533. | 46.05 | 44.05 | 45.90 | 23.68 | 32.14 | 29.51 | 13.16 | 14.29 | 16.39 | 17.11 | 9.52 | 8.20 |
| Grade 5 | 2549. | 2539. | 2553. | 42.31 | 40.79 | 46.07 | 23.08 | 21.05 | 16.85 | 21.15 | 14.47 | 19.10 | 13.46 | 23.68 | 17.98 |
| All Grades | N/A | N/A | N/A | 44.23 | 43.86 | 47.20 | 25.00 | 28.51 | 23.83 | 19.23 | 12.72 | 17.76 | 11.54 | 14.91 | 11.21 |

| 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 | | 57.50 | 60.29 | 60.94 | 36.25 | 26.47 | 26.56 | 6.25 | 13.24 | 12.50 |
| Grade 4 | | 56.58 | 60.71 | 57.38 | 19.74 | 23.81 | 29.51 | 23.68 | 15.48 | 13.11 |
| Grade 5 | | 51.92 | 50.00 | 54.55 | 26.92 | 22.37 | 25.00 | 21.15 | 27.63 | 20.45 |
| All Grades | | 55.00 | 57.02 | 57.28 | 27.69 | 24.12 | 26.76 | 17.31 | 18.86 | 15.96 |

| 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 | | 56.25 | 52.94 | 54.69 | 37.50 | 30.88 | 39.06 | 6.25 | 16.18 | 6.25 |
| Grade 4 | | 51.32 | 47.62 | 47.54 | 30.26 | 41.67 | 39.34 | 18.42 | 10.71 | 13.11 |
| Grade 5 | | 35.58 | 39.47 | 35.96 | 48.08 | 38.16 | 47.19 | 16.35 | 22.37 | 16.85 |
| All Grades | | 46.54 | 46.49 | 44.86 | 39.62 | 37.28 | 42.52 | 13.85 | 16.23 | 12.62 |

| 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 | 50.00 | 66.18 | 60.94 | 43.75 | 25.00 | 29.69 | 6.25 | 8.82 | 9.38 |
| Grade 4 | 51.32 | 51.19 | 59.02 | 28.95 | 38.10 | 29.51 | 19.74 | 10.71 | 11.48 |
| Grade 5 | 34.62 | 32.89 | 40.91 | 48.08 | 43.42 | 38.64 | 17.31 | 23.68 | 20.45 |
| All Grades | 44.23 | 49.56 | 52.11 | 41.15 | 35.96 | 33.33 | 14.62 | 14.47 | 14.55 |

Conclusions based on this data:

1. In the testing year 2018, 147 out of 206 (71.84%) students tested are either meeting or exceeding the standard and 59 out of 206 (28.16%) students are not currently meeting Math standards as measured by the CAASPP.
2. In analyzing cohort data, it is noted that over the past 3 years, between 21 - 29 students continue not to meet standards in Math.
3. Over the past 3 testing years, the number of 4th graders meeting or exceeding Math standards has increase by 7.86%.

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 | 1483.6 | | 1493.5 | | 1460.4 | | 20 | |
| Grade 1 | 1509.0 | | 1499.6 | | 1517.9 | | 14 | |
| Grade 2 | * | | * | | * | | * | |
| Grade 3 | * | | * | | * | | * | |
| Grade 4 | * | | * | | * | | * | |
| Grade 5 | * | | * | | * | | * | |
| All Grades | | | | | | | 70 | |

| 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 | 70.00 | * | * | * | * | * | | | 20 | 12 |
| 1 | 78.57 | * | * | * | * | | | * | 14 | * |
| 3 | * | * | * | * | | * | * | | * | * |
| 4 | * | * | * | * | * | * | | * | * | * |
| 5 | * | * | * | * | * | * | | * | * | * |
| All Grades | 65.71 | | 24.29 | | * | | * | | 70 | |

| 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 | 80.00 | * | * | * | * | * | | | 20 | 12 |
| 1 | * | * | * | | * | * | | * | 14 | * |
| 2 | * | * | * | * | * | * | | | * | * |
| 3 | * | * | * | * | | * | * | | * | * |
| 5 | * | * | * | * | * | * | | | * | * |
| All Grades | 71.43 | | 21.43 | | * | | * | | 70 | |

| 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 | 55.00 | * | * | * | * | * | * | | 20 | 12 |
| 1 | * | * | * | * | * | * | | * | 14 | * |
| 2 | * | * | * | * | * | * | * | | * | * |
| 3 | * | * | * | | * | * | * | | * | * |
| 4 | * | | * | * | * | * | * | * | * | * |
| 5 | * | | * | * | * | * | * | * | * | * |
| All Grades | 51.43 | | 20.00 | | 18.57 | | * | | 70 | |

| 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 | 85.00 | * | * | * | | | 20 | 12 |
| 1 | 92.86 | * | * | * | | | 14 | * |
| All Grades | 75.71 | | 21.43 | | * | | 70 | |

| 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 | 65.00 | * | * | * | | * | 20 | 12 |
| 1 | 78.57 | | * | * | * | * | 14 | * |
| All Grades | 75.71 | | 21.43 | | * | | 70 | |

| 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 | 55.00 | * | * | 91.67 | | | 20 | 12 |
| 1 | 92.86 | * | * | * | | * | 14 | * |
| 2 | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * |
| All Grades | 57.14 | | 35.71 | | * | | 70 | |

| 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 | 65.00 | * | * | * | * | * | 20 | 12 |
| 1 | * | * | * | * | * | * | 14 | * |
| All Grades | 57.14 | | 32.86 | | * | | 70 | |

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

Conclusions based on this data:

1. 14 out of 44 (31.81%) students are designated level 1 or 2 overall as determined by the ELPAC.
2. 9 out of 44 (20.45%) students are designated level 1 or 2 for their oral language as determined by the ELPAC.
3. 19 out of 44 (43.2%) students are designated level 1 or 2 for their written language as determined by the ELPAC.

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 | * | 14 | * | 1 | 1 | * | * | 7.1 | * |
| American Indian or Alaskan | * | * | | 1 | 1 | | * | * | |
| Asian | 68 | 70 | 68 | 2 | 2 | 0 | 2.9 | 2.9 | 0 |
| Filipino | 42 | 33 | 31 | 0 | 1 | 1 | 0.0 | 3.0 | 3 |
| Hispanic or Latino | 72 | 62 | 68 | 4 | 1 | 4 | 5.6 | 1.7 | 5 |
| Did not Report | 14 | 13 | 17 | 0 | 0 | 0 | 0.0 | 0.0 | 0 |
| Pacific Islander | | | | | | | | | |
| Two or More Races | 56 | 60 | 59 | 0 | 4 | 1 | 0.0 | 6.7 | 2 |
| White | 237 | 225 | 193 | 15 | 15 | 5 | 6.3 | 6.7 | 3 |
| Male | 258 | 253 | | 9 | 13 | | 3.5 | 5.2 | |
| Female | 242 | 225 | | 12 | 11 | | 5.0 | 4.9 | |
| English Learners | 70 | 77 | 65 | 5 | 3 | 0 | 7.1 | 3.9 | 0 |
| Students with Disabilities | 121 | 111 | | 10 | 7 | 5 | 8.3 | 6.4 | 5 |
| Socioeconomically | 71 | 80 | 52 | 12 | 10 | 3 | 16.9 | 12.8 | 5 |
| Migrant | | | | | | | | | |
| Foster | | | | | | | | | |
| Homeless | * | * | | 1 | 1 | | * | * | |
| Kindergarten | 83 | 92 | | 3 | 4 | | 3.6 | 4.4 | |
| Grades 1-3 | 225 | 216 | | 8 | 9 | | 3.6 | 4.2 | |
| Grades 4-6 | 192 | 170 | | 10 | 11 | | 5.2 | 6.5 | |
| Grades 7-8 | | | | | | | | | |
| Grades K-8 | 500 | 478 | | 21 | 24 | | 4.2 | 5.1 | |
| Grades 9-12 | | | | | | | | | |
| Ungraded Elementary/Secondary | | | | | | | | | |
| Total | 500 | 478 | 446 | 21 | 24 | 12 | 4.2 | 5.1 | 3 |

Conclusions based on this data:

1. From 2016-2018 the highest absenteeism occurred within the socioeconomically disadvantaged sub group.
2. From 2016-2018 the rate of absenteeism within our students with disabilities decreased approximately 2% from 8.3 % to 6.4%.

Student Performance Data

Suspension Data

| | 2016-17 | 2017-18 | 2018-19 |
|------------------|---------|---------|---------|
| Suspensions Rate | 0.0 | 1.1 | 0.2 |

Conclusions based on this data:

1. Over the past 3 years, Sunset Hills has had a low suspension rate of 1%.

Student Performance Data

Graduation Rate

| | 2016-17 | 2017-18 | 2018-19 |
|-----------------|---------|---------|---------|
| Graduation Rate | | | |

Conclusions based on this data:

1. Does not apply to Sunset Hills 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 Spring of 2020 California Assessment of Student Performance and Progress (CAASPP) report, 75 % of 3rd - 5th grade learners will perform at "Standard Met" or "Standard Exceeded" in the overall area of Mathematics.

Identified Need

This need was identified by analysis of Sunset Hill's data from the California Assessment of Student Performance and Progress report, which shows that there are currently 29% of Sunset Hills students who are below proficiency levels as measured by the Math portion of the CAASPP test.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| School Wide Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP). | Data from the Spring 2019 CAASPP Math test shows 71.23 % of all students at "Standard Met" or "Standard Exceeded." | The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion of the CAASPP will grow by 4%, from 71.23 % in 2019 to 75.23 % in 2020. |
| English Learner Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP). | Data from the Spring 2019 CAASPP Math test shows 31.58% of English learners are at "Standard Met" or "Standard Exceeded." in the area of mathematics. | The percentage of English learners with scores of "Standard Met" or "Standard Exceeded" on the Math portion of the CAASPP will increase 10% from 40.82% in 2019 to 50.82% in 2020. |
| EDY/Title I Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP). | Data from the Spring 2019 CAASPP Math test shows 31.03% of students within the subgroup of economically disadvantaged are at "Standard Met" or "Standard Exceeded." in the area of mathematics. | The percentage of students designated within the subgroup of educationally disadvantaged with scores of "Standard Met" or "Standard Exceeded" on the Math portion of the CAASPP will increase by 10%, from 31.03% in 2019 to 41.03% in 2020. |
| Student with Disabilities | Data from the Spring 2019 CAASPP Math test shows | The percentage of students with disabilities with scores of |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP). | 40.82% of students with disabilities are at "Standard Met" or "Standard Exceeded." in the area of mathematics. | "Standard Met" or "Standard Exceeded" on the Math portion of the CAASPP will increase by 10% from 40.82% in 2019 to 50.82% in 2020. |

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)

All students (TK - 5) in the area of Math. Data analysis has shown weaknesses in specific math skills.

Strategy/Activity

Using our district curriculum, Math Expressions, instruction will be delivered in both whole group and small group on a daily basis. Instruction will be flexible, and data is monitored on an on-going basis. Grade levels will use flexible grouping to address specific student needs. Online research-based programs will be used for intervention instruction (e.g. Freckle Premium, Math Think Central, Dreambox Learning,). Monthly implementation of "Math in a Minute" professional Learning delivered to staff by site math leaders at monthly Professional Learning Community/Staff meetings.

Specific strategies to be included classroom instruction:

- Weekly lessons in newly created Innovation/STEAM space provided by Computer Resource Teacher
- Math Fact Fluency
- Daily Number Talks
- Weekly rich math tasks with real world applications
- Project Based Learning opportunities for all students
- Online supplemental instruction and practice - Freckle Free, XLMath
- Online intervention/enrichment: Renaissance Dreambox Learning (K-1)
- Online intervention/enrichment: Freckle Premium/STAR MATH (3-5)
- Digital Portfolios and personalized Learning options - Seesaw, Flipgrid
- Online adaptive assignments and quizzes/tests with Think Central personal math trainer
- CAASPP Interim Assessments

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2760.00

Source(s)

Educationally Disadvantaged Youth
5000-5999: Services And Other Operating Expenditures

| | |
|--------|--|
| | Freckle Math by Renaissance Learning - Online research based adapted math program |
| | English Learners |
| 20,000 | Foundation None Specified |

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

5. Develop, implement, and embed a collaborative learning structure and system for adults and students to increase student achievement.

Goal 2: English Language Arts

Based upon Spring of 2020 California Assessment of Student Performance and Progress (CAASPP) report, 80% of 3rd - 5th grade learners will perform at "Standard Met" or "Standard Exceeded" in the overall area of English Language Arts (ELA).

Identified Need

This need was identified by analysis of Sunset Hill's data from the California Assessment of Student Performance and Progress report, which shows that currently 25.12% of Sunset Hills students are below proficiency levels as measured by the English Language Arts portion 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 California Assessment of Student Performance and Progress (CAASPP). | Data from the Spring 2019 CAASPP ELA test shows 74.88% of all students at "Standard Met" or "Standard Exceeded." | The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the ELA portion of the CAASPP will increase 4%, from 74.88% in 2019 to 78.88% in 2020. |
| English Learner Data from the ELA portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP). | Data from the Spring 2019 CAASPP ELA test shows 35% of English learners are at "Standard Met" or "Standard Exceeded." | The percentage of all English Learners with scores of "Standard Met" or "Standard Exceeded" on the ELA portion of the CAASPP will increase 10% from 35.00% in 2019 to 45.00% in 2020. |
| EDY/Title I Data from the Educationally Disadvantaged subgroup portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP). | Data from the Spring 2019 CAASPP ELA test shows 37.93% of students designated educationally disadvantaged are at "Standard Met" or "Standard Exceeded." | The percentage of all students designated educationally disadvantaged with scores of "Standard Met" or "Standard Exceeded" on the ELA portion of the CAASPP will increase 10% from 37.93% in 2019 to 47.93% in 2020. |
| Student with Disabilities Data from the Students with disabilities subgroup portion of the Spring 2020 California | Data from the Spring 2019 CAASPP ELA test shows 44.23% of students with | The percentage of all students with disabilities with scores of "Standard Met" or "Standard Exceeded" on the ELA portion |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| Assessment of Student Performance and Progress (CAASPP). | disabilities are at "Standard Met" or "Standard Exceeded." | of the CAASPP will increase 10% from 44.23% in 2019 to 54.23% in 2020. |

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)

Students who are below proficiency in the area of Literacy/ELA (3-5). Data analysis has shown areas of growth in targeted literacy skills.

Strategy/Activity

Trained, certificated IMPACT teachers will support targeted learners on specific literacy skills 4 days per week from October - May. Learner grouping will be flexible and consistently monitored based on data throughout the year. Research-based curriculum will be used with our learners, for example: Read Naturally Live, Phonics for Reading, SIPPS, Benchmark, CORE Sourcebook.

Specific to Students with Disabilities:

- Use Benchmark Steps to Advance (which is correlates with general ed curriculum)
- Speech - uses Story Grammar Marker - works on narrative structure and expanding oral language
- Read Well - direct instruction program that explicitly teaches reading skills
- Barton - intensive intervention with students who lack phonemic awareness
- RSP - Collaborate with general education teachers to ensure my small group instruction is aligning with their curriculum
- Semantic Feature Analysis - expanding vocabulary

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) |
|-----------|---|
| | Educationally Disadvantaged Youth |
| 1380.00 | English Learners 5000-5999: Services And Other Operating Expenditures Read Naturally Live - Online Fluency Intervention program |
| 160.00 | English Learners 1000-1999: Certificated Personnel Salaries |

| | |
|---------|--|
| | 2 1/2 day sub rate of pay for the EL Teacher Representative release to perform parent meetings |
| 3660.00 | English Learners 1000-1999: Certificated Personnel Salaries After School Club - Credentialed teacher to support EL designated level 1 & 2 students in the area of written language as determined by the preliminary ELPAC results. 2x a week for 45 minutes each class. Class A: 2nd & 3rd graders. Class B: 4th & 5th graders. |
| 36,900 | Foundation None Specified Certificated IMPACT teachers to facilitate instruction interventions through both pull out and push in programs for 2nd - 5th grade students 15 hours a week. |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students K - 5

Strategy/Activity

Using our district curriculum, Benchmark Advanced, instruction will be delivered in both whole group and small group on a daily basis. Instruction will be flexible, and data is monitored on an on-going basis. Grade levels will use flexible grouping to address specific student needs. Online research-based programs will be used for intervention instruction (e.g. Lexia, Read Naturally Live).

Specific to all students:

- Whole group/small group Benchmark
- Benchmark Universe
- Guided reading groups
- Daily 5 to include Florida center for literacy
- Student playlists with targeted instruction
- CAASPP Interim assessments
- Fluency practice - 6 Minutes Solution
- Online Supplemental Programs - MyOnNews, Razkids, Seesaw, Read Theory, Flipgrid
- Online Intervention/Enrichment program - Lexia
- Digital Portfolios and personalized Learning options - Seesaw, Flipgrid
- Use of parent volunteers, small group support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

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?

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

Goal 3: Socio-Emotional/Behavior

Based upon the Sunset Hills Student Perception survey given in the spring of 2020, 90% of all 2nd - 5th students will report "Our playground has fun things to do on it."

Identified Need

All students need to feel included and have something they look forward to doing on the playground. This need was identified by analysis of Sunset Hills' data from Student Perception Survey.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| School Wide Student Perception Survey (Google form) | 73.3 % of 2nd - 5th grade students surveyed felt the playground did not provide engaging activities for students. | By the end of the 2019 - 20 20 school year the number of students who feel the playground is engaging and enjoyable will increase from 73.3% (baseline) to 90%. |
| 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)

Each and every learner will be served by this social emotional goal.

Strategy/Activity

Site team consisting of Principal, Counselor, School Psychologist, Student Services Supervisor, and Character Coaches will provide additional opportunities for students to engage in meaningful activities during recess and lunch. The opportunity for direct and collaborative learning around cooperative play, conflict resolution, and creating and maintaining friendships will be addressed

with a rolling game/activity cart that will be available for student use, in a specific spot on the playground and facilitated by our School SSA.

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) |
|-----------|--|
| 600.00 | Educationally Disadvantaged Youth 4000-4999: Books And Supplies |
| | English Learners |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Each and every learner will be served by this social emotional goal.

Strategy/Activity

- Implementation of Game/Activity Cart
- Dad's Club facilitated playground games
- Direct instruction and modeling of the 1st 18 Days of learning
- Teacher skits for expected behaviors during all school assemblies
- Welcome to Sunset Hills Message through literature - principal classroom visits to share message
- Principal and staff will read character building books to each class, at least 2 times per year
- Mindful Moment, daily message all school 180 days
- Student perception survey, as data for goal
- Character Counts curriculum
- Facilitate No Place for Hate activities 3 times throughout the school
- High school student ambassadors to visit campus 3x per year
- Weekly Friday Friends Club - facilitated by SSA
- Continued 2nd Step Curriculum - lessons weekly grades K-5, SSA and school Counselor
- Increased school counselor from 2 full days a week to 3 full days per week, funded by SHES Foundation

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) |
|-----------|-----------|
|-----------|-----------|

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 | \$65,460.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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

| State or Local Programs | Allocation (\$) |
|-----------------------------------|-----------------|
| Educationally Disadvantaged Youth | \$3,360.00 |
| English Learners | \$5,200.00 |
| Foundation | \$56,900.00 |

Subtotal of state or local funds included for this school: \$65,460.00

Total of federal, state, and/or local funds for this school: \$65,460.00

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 |
|-----------------------------------|-----------|
| Educationally Disadvantaged Youth | 3,360.00 |
| English Learners | 5,200.00 |
| Foundation | 56,900.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| 1000-1999: Certificated Personnel Salaries | 3,820.00 |
| 4000-4999: Books And Supplies | 600.00 |
| 5000-5999: Services And Other Operating Expenditures | 4,140.00 |
| None Specified | 56,900.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|-----------------------------------|-----------|
| 4000-4999: Books And Supplies | Educationally Disadvantaged Youth | 600.00 |
| 5000-5999: Services And Other Operating Expenditures | Educationally Disadvantaged Youth | 2,760.00 |
| 1000-1999: Certificated Personnel Salaries | English Learners | 3,820.00 |
| 5000-5999: Services And Other Operating Expenditures | English Learners | 1,380.00 |
| None Specified | Foundation | 56,900.00 |


Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 22,760.00 |
| Goal 2 | 42,100.00 |
| Goal 3 | 600.00 |

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 |
|--------------------|---------------------|------------------|---|
| Lisa Wilken | Principal | October 22, 2019 |  |
| Wendy Hallisy | Classroom Teacher | October 22, 2019 | |
| Jerry Betts | Classroom Teacher | October 22, 2019 | |
| Richard Torpey | Classroom Teacher | October 22, 2019 | |
| Betty Morse | Other School Staff | October 22, 2019 | |
| Beau Champoux | Parent or Community | October 22, 2019 | |
| Chaitali Ahya | Parent or Community | October 22, 2019 | |
| Alison Schlick | Parent or Community | October 22, 2019 | |
| Jennifer Marchewka | Parent or Community | October 22, 2019 | |
| Cecilia Kucharski | Parent or Community | October 22, 2019 | |

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

October 22, 2019

English Learner Advisory Committee

Other:

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 10-22-19.

Attested:

Principal, Lisa Wilken on 10.24.19

SSC Chairperson, Richard Torpey on 10.24.19

Instructions

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

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

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

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

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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