

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	11.10.2020	1.14.2021

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:

We strive 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.

Theory of Action: Staff Driven Focus For Student Learning and Lifelong Success

When we consistently communicate a clear purpose for learning and provide students with the opportunity to engage in rigorous tasks; then students will be able to show their understanding in personalized ways, ultimately being able to apply their understanding to make real world connections.

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 420 students in Transitional kindergarten through fifth grade. This year we currently have 281 students attending on campus 5 days a week in an AM / PM cohort model. We have 123 students participating in our Virtual Learning Academy online and 14 students enrolled in the Poway Home Education Program. On our campus, we have a full inclusion resource room and 4 special education special day classes for students K - 5 serving students with Individualized Education Plans.

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, energetic, and passionate PTA that provides many community and school wide events each year. The Sunset Hills Education Foundation provides considerable financial support for additional support staff (ie additional day of our school counselor, IMPACT teachers in ELA and Science) and additional STEAM resources/opportunities for students. In the past many parents served on campus as classroom volunteers, field

trip chaperones, and academic mentors. 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 education. 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. As we navigate the challenges of the global pandemic, we are continuing to thoughtfully and safely reflect on our intended initial implementation our STEAM based LightBulb learning space for all of our students.

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 interventions and instruction
2. Equity and Inclusion for all students, families, and staff members
3. Consistent K-5 Implementation of our ELA curriculum, Benchmark Advance
4. Consistent K - 5 Implementation of the California Common Core State Standards and 8 Mathematical practices through the use of district adopted Math Expressions curriculum
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. Our ESS staff works alongside site administration to provide time, support, and assistance in the interest of student success and well-being.

Communication and collaboration thrives at Sunset Hills. Teacher newsletters, a 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, community and student surveys), analyzing data to determine if programs are effective and meeting student needs (e.g. Lexia, iReady, EL Support, EDY, counseling groups, Impact groups) and 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
- attending Back to School night and Parent Conferences as applicable this year
- 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) and Townhall meetings
- 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, PTA monthly newsletters.

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.

During the Covid pandemic we have had to find create ways to engage our community stakeholders. These include Principal Coffee chats, community forums and townhalls via Zoom.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.22%	%	0%	1		0
African American	2.64%	2.25%	0.95%	12	10	4
Asian	14.10%	15.32%	15.6%	64	68	66
Filipino	6.83%	7.43%	7.09%	31	33	30
Hispanic/Latino	13.22%	15.09%	15.6%	60	67	66
Pacific Islander	%	%	0%			0
White	47.58%	43.24%	42.79%	216	192	181
Two or More Responses	12.33%	12.84%	14.42%	56	57	61
Not Reported	3.08%	3.83%	3.55%	14	17	15
Total Enrollment				454	444	423

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	86	88	89
Grade 1	68	66	64
Grade 2	68	69	69
Grade3	69	67	68
Grade 4	84	66	66
Grade 5	79	88	67
Total Enrollment	454	444	423

Conclusions based on this data:

1. Less than 1% of our total student enrollment define themselves as African-American.
2. Asian and Hispanic cultures combine to make up approximately 1/3 (31.2%) of our total student population. This percentage has remained consistent for the past 3 years.
3. Our total student enrollment continues to decline,- 4.5% from the 2019 -20 school year.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	75	65	43	16.5%	14.6%	10.2%
Fluent English Proficient (FEP)	21	21	36	4.6%	4.7%	8.5%
Reclassified Fluent English Proficient		7	24	0	9.3%	36.9%

Conclusions based on this data:

1. The number of English Learners at our school continues to decrease, -4.2% from 2019-20 school year.
2. Out of our current 43 English Learner students, 8.5% were fluent English proficient when tested through the ELPAC @ the beginning of the year.
3. 24 of the 43 English Learner students in 2019-20 were reclassified to fluent English proficient. This is approximately 55.8 % 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

Alternative Metrics English Language Arts/Literacy (All Students)

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing was suspended for the spring of 2020. To monitor student progress, our site utilizes other metrics to gauge student progress i.e. iReady, Lexia, criterion referenced assessments, and Core Reading diagnostics.

Conclusions based on this data:

1. Due to the suspension of testing the following conclusions are based upon 2018-2019 administration of CAASP, 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. Due to the suspension of testing, the following conclusions are based upon 2018-2019 administration of CAASP: 18 - 26 students continue not to meet standards in ELA over the past 3 years of analyzable data.
3. Due to the suspension of testing the following conclusions are based upon 2018-2019 administration of CAASP, the number of 4th graders meeting or exceeding standards continues to increase in the area of ELA over the past 3 years of analyzable data.

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

Alternative Metrics Mathematics (All Students)

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing was suspended for the spring of 2020. To monitor student progress, our site utilizes other metrics to gauge student progress i.e. iReady and criterion referenced diagnostics.

Conclusions based on this data:

1. Due to the suspension of testing, the following conclusions are based upon 2018-2019 administration of CAASP: 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. Based upon the past 3 years of analyzable cohort data, between 21 - 29 students grades 3 - 5, continue not to meet standards in Math.
3. Due to the suspension of testing, the following conclusions are based upon 2018-2019 administration of CAASP: 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	1479.2	1493.5	1490.2	1460.4	1453.2	20	12
Grade 1	1509.0	*	1499.6	*	1517.9	*	14	6
Grade 2	*	*	*	*	*	*	*	6
Grade 3	*	*	*	*	*	*	*	7
Grade 4	*	*	*	*	*	*	*	8
Grade 5	*	*	*	*	*	*	*	5
All Grades							70	44

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	41.67	*	25.00	*	33.33		0.00	20	12
1	78.57	*	*	*	*	*		*	14	*
2	*	*		*	*	*		*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	65.71	31.82	24.29	36.36	*	25.00	*	6.82	70	44

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	41.67	*	50.00	*	8.33		0.00	20	12
1	*	*	*	*	*	*		*	14	*
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	71.43	47.73	21.43	31.82	*	15.91	*	4.55	70	44

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	33.33	*	33.33	*	33.33	*	0.00	20	12
1	*	*	*	*	*	*		*	14	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	51.43	20.45	20.00	36.36	18.57	34.09	*	9.09	70	44

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	33.33	*	66.67		0.00	20	12	
1	92.86	*	*	*		*	14	*	
3	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	
All Grades	75.71	34.09	21.43	61.36	*	4.55	70	44	

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	41.67	*	50.00		8.33	20	12	
1	78.57	*	*	*	*	*	14	*	
3	*	*	*	*	*	*	*	*	
All Grades	75.71	50.00	21.43	40.91	*	9.09	70	44	

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	8.33	*	91.67		0.00	20	12
1	92.86	*	*	*		*	14	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	57.14	15.91	35.71	68.18	*	15.91	70	44

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	66.67	*	25.00	*	8.33	20	12
1	*	*	*	*	*	*	14	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	57.14	29.55	32.86	59.09	*	11.36	70	44

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

Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020. Some students did complete the ELPAC test prior to March 13, 2020, and those scores have been reported individually to families. However, many students did not complete the ELPAC, so in order to monitor student progress for this year, our site will utilize other metrics to gauge student progress, i.e. iReady, Lexia, criterion referenced assessments, and Core Reading diagnostics.

Conclusions based on this data:

1. Due to the suspension of testing, the following conclusions are based upon 2018-2019 data analysis: 14 out of 44 (31.81%) students were designated level 1 or 2 overall as determined by the ELPAC.
2. Due to the suspension of testing, the following conclusions are based upon 2018-2019 data analysis: 9 out of 44 (20.45%) students were designated level 1 or 2 for their oral language as determined by the ELPAC.
3. Due to the suspension of testing, the following conclusions are based upon 2018-2019 data analysis: 19 out of 44 (43.2%) students were 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		
	17-18	18-19	*19-20	17-18	18-19	*19-20	17-18	18-19	*19-20
African American	14	*	6	1	*		7.1	*	
American Indian or Alaskan	*			1			*		
Asian	70	68	70	2	0	2	2.9	0	2.86
Filipino	33	31	30	1	1		3.0	3	
Hispanic or Latino	62	68	78	1	4	6	1.7	5	7.69
Did not Report	13	17		0	0		0.0	0	
Pacific Islander									
Two or More Races	60	59	66	4	1	2	6.7	2	3.03
White	225	193	190	15	5	7	6.7	3	3.68
Male	253			13			5.2		
Female	225			11			4.9		
English Learners	77	65	33	3	0		3.9	0	
Students with Disabilities	111			7	5		6.4	5	
Socioeconomically	80	52		10	3		12.8	5	
Migrant									
Foster									
Homeless	*			1			*		
Kindergarten	92			4			4.4		
Grades 1-3	216			9			4.2		
Grades 4-6	170			11			6.5		
Grades 7-8									
Grades K-8	478			24			5.1		
Grades 9-12									
Ungraded Elementary/Secondary									
Total	478	446	442	24	12	17	5.1	3	3.85

* Date range August 21, 2019 – March 15, 2020

Conclusions based on this data:

1. In the 2019-20 school year, the Hispanic cultural sub group chronic absenteeism rate is 7.69%, which is approximately two times higher than that of the White cultural sub group.
2. In the 2019-20 school year, the Asian cultural sub group chronic absenteeism rate is 2.86%, which is the lowest reported group rate.

Student Performance Data

Suspension Data

	2017-18	2018-19	*2019-20
Suspensions Rate	1.1	0.2	0.45

* Date range August 21, 2019 – March 15, 2020

Conclusions based on this data:

1. Over the past 3 years Sunset Hills has had less than 1% suspension rate.
2. In 2019 - 20 school year (which was only 2/3 of a school year on campus) the suspension rate more than doubled at Sunset Hills.

Student Performance Data

Graduation Rate

	2017-18	2018-19	*2019-20
Graduation Rate			

* Preliminary Data

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 2021 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

Due to the physical school closure in spring 2020 due to COVID-19, 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.

Alternative Metrics

As derived from the fall iReady math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students - 40.2%

EL - 33.3%

EDY - 30.2%

Special Education - 13.6%

Hispanic - 32.3%

African American – 50.0%

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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP Math test shows 40.82% of students with disabilities are at "Standard Met" or "Standard Exceeded." in the area of mathematics.	The percentage of students with disabilities with scores of "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. Math Think Central, iReady adaptive practice, teacher assigned skill practice).

Specific strategies to be included classroom instruction:

- * Iready Diagnostic Assessments to be given 3 times per year
- * 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: iReady Math
- * Digital Portfolios and personalized Learning options - Seesaw, Flipgrid, Think Central

- * Online adaptive assignments and quizzes/tests with Think Central personal math trainer
- * CAASPP Interim Assessments
- * Lego Club opportunity for all students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	Educationally Disadvantaged Youth 5000-5999: Services And Other Operating Expenditures iReady Online research based diagnostic adapted math program
	English Learners
	Foundation None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to suspension of CAASPP testing due to COVID-19, we were unable to measure growth based on the assessment.

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

The physical school closure, as result of COVID-19, impacted the ability to complete planned strategies and activities to meet the overall goal. All classroom instructional strategies were implemented in each classroom up to the school closure on March 13, 2020. The students and teachers transitioned to distance learning where students engaged in learning predominately in the area of ELA and Math.

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

Plans for the 2020-2021 school year will be to continue working on the math goal and utilize the strategies and activities as set forth in 20-21 with adjustments being made to meet the needs of our new learning

platforms- in person, asynchronous, and virtual learning. To meet the needs of our new learning environment and to extend the learning experience for all our students, the use of the on-line adaptive learning program i-Ready math will be implemented for grades K-5. This program will be used to measure academic progress and support the individualized learning path for each student beyond the modified instructional day.

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

Due to the physical school closure in spring 2020 due to COVID-19, Based upon Spring of 2021 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.

Alternative Metrics

As derived from the fall iReady reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students - 58.8%

EL - 18.2%

EDY - 44.7%

Special Education - 17.6%

Hispanic - 54.2%

African American – 100.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the ELA portion of the Spring 2021 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 2021.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Data from the ELA portion of the Spring 2021 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 2021.
EDY/Title I Data from the Educationally Disadvantaged subgroup portion of the Spring 2021 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 2021.
Student with Disabilities Data from the Students with disabilities subgroup portion of the Spring 2021 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP ELA test shows 44.23% of students with disabilities are at "Standard Met" or "Standard Exceeded."	The percentage of all students with disabilities with scores of "Standard Met" or "Standard Exceeded" on the ELA portion of the CAASPP will increase 10% from 44.23% in 2019 to 54.23% in 2021.

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 general education and special education students who are below proficiency in the area of Literacy/ELA grades 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)
1650.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries 4 days of roving sub to release teachers for student articulation - winter/spring 6 certificated staff members for school wide strategic planning to support all learners, including specific interventions and programs for students designated EL and EDY.
	English Learners 1000-1999: Certificated Personnel Salaries
613.00	English Learners 5800: Professional/Consulting Services And Operating Expenditures Translation Services as needed
600.00	English Learners 4000-4999: Books And Supplies 12 Lexia Online subscriptions, reading intervention program - licenses for designated level 1& 2 EL students grades 2-5.
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 program iReady.

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)

School Wide Program (SWP)
1000-1999: Certificated Personnel Salaries

School Wide Program (SWP)
2000-2999: Classified Personnel Salaries
2 classified staff member for school wide articulation on programs to support all EL & ED learners.

English Learners
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

No Excuses University Network Membership

Strategy/Activity

The No Excuses University Network of Schools is a diverse and dynamic association of like-minded schools and education organizations from across the United States. Our Network is united by the belief that ALL children, even those who live in poverty or who are learning English, can be academically successful and attend college. No Excuses Universities know they have the power to make that dream a reality.

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)
1150.00	Educationally Disadvantaged Youth 4000-4999: Books And Supplies NEU Network Membership Subscription

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to suspension of CAASPP testing due to COVID-19, we were unable to measure growth based on the assessment.

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

The physical school closure, as result of COVID-19, impacted the ability to complete planned strategies and activities to meet the overall goal. All classroom instructional strategies were implemented in each classroom up to the school closure on March 13, 2020. The students and teachers transitioned to distance learning where students engaged in learning predominately in the area of ELA and Math.

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

Plans for the 2020-2021 school year will be to continue working on the math goal and utilize the strategies and activities as set forth in 20-21 with adjustments being made to meet the needs of our new learning platforms- in person, asynchronous, and virtual learning. To meet the needs of our new learning environment and to extend the learning experience for all our students, the use of the on-line adaptive learning program i-Ready math will be implemented for grades K-5. This program will be used to measure academic progress and support the individualized learning path for each student beyond the modified instructional day.

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 to be given in the spring of 2021, 90% of all 2nd - 5th students will report the following " I can name an adult on campus that cares about me" & " I can name an adult on campus that I feel safe talking to when I have big feelings and/or problem I need help with."

Identified Need

All students should feel cared about, safe, included, and that they have an adult on our campus the trust. This need has been identified through informal data gathering with 2nd - 5th grade students on campus.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Student Perception Survey (Google form)	2nd - 5th grade students informally communicated through school counselor lessons, the importance of having adults on campus they can speak with when they have a challenge.	By the end of the 2020-21, school year 90% of surveyed 2nd - 5th grade students can name a specific adult on campus that cares about them. By the end of the 2020-21, school year 90% of surveyed 2nd - 5th grade students can name a specific adult on our campus they trust to talk to when have big feelings.
English Learner		
EDY/Title I		
Student with Disabilities		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 student will be served by this social emotional goal.

Strategy/Activity

Site team consisting of Principal, Counselor, School Psychologist, Student Services Supervisor, Teachers and Character Coaches will provide additional opportunities for students to engage in meaningful activities in both the synchronous and asynchronous learning environments.

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 4000-4999: Books And Supplies Scholastic News Subscriptions - 3 physical class sets to be shared (2 editions per class per month) for 6 primary classrooms (K -1, NSH to be included)
2227.00	English Learners 4000-4999: Books And Supplies Online Subscription: Renaissance MyOnNews - provides K -5 students with age-appropriate news articles, 52 weeks per year in 2 specific developmentally appropriate age groups : K-2 and 3 -5. Articles are timely, interactive, clearly sourced, and cover a range of topics. Students learn about the world around them as they develop stronger digital and media literacy skills. Articles are provided by Lexia level and there is an visual and audio component to meet the variety of student literacy needs.

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 student will be served by this social emotional goal.

Strategy/Activity

Monthly specialist classes for all students K - 5 : SEL/Second Steps with school counselor and/or SSA, Racial Literacy, and Science

Weekly all school participation in the reciting of our school No Place for Hate pledge

Dictionary for a Better World WOW (word of the week) all school study

PTA class liaisons to support small group social weekly games, monthly all school exercise challenge, and art lessons grades TK - 5

Direct instruction and modeling of the 1st 15 Days of learning

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

Monday All School Principal's Message via Video

Weekly student birthday celebrations

Weekly Super Seagull student recognition

Student perception survey, as data for goal 2x - January and June via Google docs

Character Counts curriculum

Facilitate No Place for Hate activities 3 times throughout the school

Weekly Friday Friends Club

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)

0.00

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to the pandemic which began in the spring of 2020, and the closure of physical school, we needed to revise our social emotional goal. Our 2019-2020 goal was centered around outdoor recess activities and social connections. The 2020 - 21 school year continues to encourage social distancing and a contingency model of on campus learning, therefore we decided to revise this goal to be applicable and meaningful for our students and school community based on current observed social - emotional needs.

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

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

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

4. Increase parent and student engagement in learning through enhanced community involvement in the education of our students.

Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

By June 2021, Sunset Hills students and staff will engage in activities that address inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism at our school.

Identified Need

Our community, staff and students continue to strive to be inclusive and celebrate each and every child, just the way they are. Some SHES staff participated (approximately 1/3) in a survey that revealed areas of need.

Alternative Metrics

1. Sunset Hills Staff Equity and Inclusion Survey (October 2020 & May 2021)
2. Sunset Hills Community Seasonal Celebrations Survey and Information Gathering (October, December, March)
3. School Climate Survey - student centered (November & May)
4. Sunset Hills Community Input and Reflection Survey (November & May)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide	<p>In Fall of 2020, 32% of the SHES certificated and classified staff members participated in the Equity and Inclusion survey.</p> <p>In Fall of 2020, 71 SHES families participated in the Fall Holiday Celebration and Information Gathering Survey.</p>	<p>In June 2021, 100% of SHES staff members will participate in the Equity and Inclusion Survey.</p> <p>In March of 2021, an average of 100 SHES families will have participated in the Winter and Spring Holiday Celebration and Information Gathering Surveys.</p>
English Learner		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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)

All students at Sunset Hills

Strategy/Activity

PUSD School Feeder Pattern Racial Equity Community Conversation series

Participation in 3, 1 week long No Place for Hate events school-wide

Equity and Inclusion Staff Survey (baseline and growth measure)

Community Input and Reflection Survey to gather information and perspective

All staff inclusion and unconcise bias training sessions throughout the school year (4 total)

SHES site based community principal chats and town hall sessions focusing on racial equity and inclusion

Construction of Bright IDEAS (Inclusion, Diversity, Education, Acceptance, Social Justice) Community Committee

Collaboration around 3 Essential questions per year, 1 per trimester, and the literature to be addressed per grade level.

Monthly racial literacy units for all grades TK - 5

Use of Pollyanna Racial Literacy Curriculum with all students Tk -5

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)
0.00	Educationally Disadvantaged Youth

0.00	English Learners

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 5: (Optional)

Social - Emotional Behavior

Identified Need

Based upon informal and formal conversations, due to the current pandemic, our Virtual Learning Academy students and their families are often feeling disconnected and isolated from their in person peers and the community. This goal aims to connect all community members through inclusive school-wide practices, activities, and opportunities.

Alternative Metrics

All students need to feel included and have something they look forward to doing. This need was identified by analysis of both formal and informal conversation of various staff with student and their families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Each and every student - both on campus and VLA students - will be served by this social emotional goal.		
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)

Site team consisting of Principal, Counselor, School Psychologist, Student Services Supervisor, and Character Coaches will provide additional opportunities for students to engage in meaningful

interactions with other students and their families' activities. Creating and maintaining friendships will be addressed through multiple online opportunities and activities for students and families to connect and interact through organized activities, games, contests, etc. These opportunities will be facilitated by our School SSA, the PTA, the Foundation, parent/community volunteers, the school counselor, the school principal and various SHES staff.

Strategy/Activity

PTA programs : Art, PE, and social games

Lego-Club

Student Safety Patrol

Seasonal Community Holiday Surveys

Seasonal Virtual Contests

Student Council

Principal and staff will read character building books to each class, at least 2 times per year

Monday all school messages

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

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)

	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries 1 additional day of provided support by the school counselor funded by the Foundation
--	--

English Learners



Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

1st year of this goal.

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

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

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	\$43,140.00

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 (\$)
	\$0.00
Educationally Disadvantaged Youth	\$2,800.00
English Learners	\$3,440.00
Foundation	\$36,900.00

Subtotal of state or local funds included for this school: \$43,140.00

Total of federal, state, and/or local funds for this school: \$43,140.00

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
	0.00
Educationally Disadvantaged Youth	2,800.00
English Learners	3,440.00
Foundation	36,900.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,650.00
4000-4999: Books And Supplies	3,977.00
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating Expenditures	613.00
None Specified	36,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	1,650.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	1,150.00
5000-5999: Services And Other Operating Expenditures	Educationally Disadvantaged Youth	0.00
	English Learners	0.00
4000-4999: Books And Supplies	English Learners	2,827.00
5800: Professional/Consulting Services And Operating Expenditures	English Learners	613.00
None Specified	Foundation	36,900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	40,913.00
Goal 3	2,227.00
Goal 4	0.00

2020-21 SPSA for: Sunset Hills Elementary

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
- 18* Secondary Students

Name of Member	Role	Date	Signature
Lisa Wilken	Principal	12/8/20	<i>[Signature]</i>
Wendy Hallisy	Classroom Teacher	<input checked="" type="checkbox"/> 12/8/20	<i>[Signature]</i>
Brittany Anderson	Classroom Teacher	<input checked="" type="checkbox"/> 12/7/20	Approval on file
Angela Gavigan	Classroom Teacher	<input checked="" type="checkbox"/> 12/7/20	Approval on file
Michelle Testa	Other School Staff	<input checked="" type="checkbox"/> 12/7/20	Approval on file
Michela Belluta	Parent/Community Memb	<input checked="" type="checkbox"/> 12/7/20	Approval on file
Chaitail Ahya	Parent/Community Memb	<input checked="" type="checkbox"/> 12/7/20	Approval on file
Allison Schlick	Parent/Community Memb	<input checked="" type="checkbox"/> 12/8/20	Approval on file
Jennifer Marchewka	Parent/Community Memb	<input checked="" type="checkbox"/> 12/7/20	Approval on file
Cecilia Kucharski	Parent/Community Memb	<input checked="" type="checkbox"/> 12/8/20	<i>[Signature]</i>
	[Blank]		
	[Blank]		
	[Blank]		

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.

2020-21 SPSA for:

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 English Language Advisory Committee:

ELAC Chair Name: *Payal Patel* Signature: *Approval on File* Date: *12/8/20*

In addition to ELAC, the following advisory groups were also consulted:

- | | |
|---|--|
| <input type="checkbox"/> Special Education Advisory Committee | <input type="checkbox"/> Departmental Advisory Committee |
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <input type="checkbox"/> Compensatory Education Advisory Committee |
| <input type="checkbox"/> 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 11.10.20

Attested by:

Principal: *Lisa Wilken* Signature: *[Signature]* Date: *12/8/20*
SSC Chair: *Brittany Anderson* Signature: *Approval on File* Date: *12/8/20*

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
Approval on file	12/8/20	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 11-10-2020.

Attested:

Lisa Wilken

Principal, Lisa Wilken on 11.10.2020

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/>

Developed by the California Department of Education, January 2019