

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	November 12, 2021	December 16, 2021

School Vision and Mission

Mission:

At Sunset Hills we strive to create an environment where each and every student feels safe, valued, and inspired to be their authentic self. We are committed to the well-being of each student by balancing academic, social, and emotional growth. We provide the tools necessary for all of our students to be global citizens who are college and career ready.

Equity Statement:

We are committed to acknowledging and serving students and families from diverse backgrounds, cultures, identities, and abilities through a variety of equitable resources and opportunities. We will create a safe space that is respectful of all.

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

If we consistently communicate a clear purpose for learning and provide students with the opportunity to engage in rigorous, relevant, and representative curriculum, while providing appropriately scaffolded direct instruction; Then students will be able to show their understanding in personalized ways, ultimately being able to apply their understanding to make real world connections in a safe and inclusive environment.

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 403 students in Transitional kindergarten through fifth grade. 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 (i.e., 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. Currently we are working within Covid guidance and look forward to welcoming our visitors and volunteers back on campus as the guidance allows. 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 onsite, fee-based childcare from 6:30 a.m. until 6:00 p.m. for approximately 250 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 thrive 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 Strategic Planning to help determine plans for the next school year. This information is also discussed at monthly leadership team meetings, School Site Council meetings, monthly grade level principal-teacher connect 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, per COVID guidelines
- 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, Remind 1 way text messages from the principal, 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 creative ways to engage our community stakeholders. These include the use of the ZOOM platform to hold meetings and gatherings.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	2.25%	0.95%	1.2%	10	4	5
Asian	15.32%	15.6%	16.9%	68	66	68
Filipino	7.43%	7.09%	7.2%	33	30	29
Hispanic/Latino	15.09%	15.6%	16.4%	67	66	66
Pacific Islander	%	0%	%		0	
White	43.24%	42.79%	42.7%	192	181	172
Two or More Responses	12.84%	14.42%	15.1%	57	61	61
Not Reported	3.83%	3.55%	0.5%	17	15	2
Total Enrollment				444	423	403

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	88	89	75
Grade 1	66	64	65
Grade 2	69	69	62
Grade3	67	68	69
Grade 4	66	66	67
Grade 5	88	67	65
Total Enrollment	444	423	403

Conclusions based on this data:

1. Just over 1% of our total student enrollment define themselves as African American (1.2%).
2. Asian and Hispanic cultures combine to make up 1/3 (33.3%) of our total student population. This percentage has remained consistent for the past 3 years.
3. Our total student enrollment has been steadily declining for the past three years.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	65	43	31	14.6%	10.2%	7.7%
Fluent English Proficient (FEP)	21	36	41	4.7%	8.5%	10.2%
Reclassified Fluent English Proficient (RFEP)	7	24	13	9.3%	36.9%	30.2%

Conclusions based on this data:

1. The number of English Learners at our school has steadily declined for the past three years.
2. Out of our current 31 English Learner students, 10.2% were fluent English proficient when tested through the ELPAC @ the beginning of the year.
3. 30.2% of English Learner students in 2020-21 were reclassified to Fluent English Proficient.

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			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	68			65			65			95.6		
Grade 4	68			61			61			89.7		
Grade 5	92			89			89			96.7		
All	228			215			215			94.3		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2481.			52.31			26.15			10.77			10.77		
Grade 4	2526.			50.82			27.87			4.92			16.39		
Grade 5	2541.			33.71			35.96			13.48			16.85		
All Grades	N/A	N/A	N/A	44.19			30.70			10.23			14.88		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	47.69			41.54			10.77			
Grade 4	42.62			42.62			14.75			
Grade 5	39.33			40.45			20.22			
All Grades	42.79			41.40			15.81			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	33.85			56.92			9.23		
Grade 4	40.98			44.26			14.75		
Grade 5	48.31			33.71			17.98		
All Grades	41.86			43.72			14.42		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	50.77			47.69			1.54		
Grade 4	40.98			55.74			3.28		
Grade 5	23.60			64.04			12.36		
All Grades	36.74			56.74			6.51		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	44.62			43.08			12.31		
Grade 4	45.90			39.34			14.75		
Grade 5	35.96			48.31			15.73		
All Grades	41.40			44.19			14.42		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter, Spring (2020-2021)

	Reading								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	253	124	49	256	158	61.7	252	158	62.7
African-American	5	4	80	6	4	66.7	6	6	100
Asian	40	20	50	43	28	65.1	41	28	68.3
Caucasian	106	55	51.9	103	65	63.1	103	69	67
Filipino	13	4	30.8	13	7	53.8	13	5	38.5
Hispanic	45	18	40	47	26	55.3	46	23	50
Other	44	23	52.3	44	28	63.6	43	27	62.8
English Learners	20	2	10	20	3	15	20	2	10
Students with Disabilities	43	11	25.6	45	16	35.6	40	15	37.5
Socioeconomically Disadvantaged	32	5	15.6	32	9	28.1	31	10	32.3
Foster Youth									
Homeless Youth	4	1	25	4	2	50	4	2	50

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Reading – Fall, Winter, Spring, (2020-2021)**

	Reading								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Grade 2									
All Students			47.4			61.7			57.9
African-American						100			100
Asian			50			66.7			70
Caucasian			55.6			63			63
Filipino			33.3			33.3			0
Hispanic			18.2			41.7			50
Other			66.7			100			50
English Learners			33.3			66.7			33.3
Students with Disabilities			16.7			33.3			57.1
Socioeconomically Disadvantaged			25			50			50
Homeless Youth			100			100			100
Grade 3									
All Students			47.7			64.1			68.3
African-American			66.7			33.3			100
Asian			60			80			80
Caucasian			40			72.2			72.2
Filipino			50			50			50
Hispanic			44.4			50			55.6
Other			43.8			56.3			56.3
English Learners			16.7			16.7			0
Students with Disabilities			12.5			42.9			40
Socioeconomically Disadvantaged			20			40			33.3
Grade 4									
All Students			49.3			55.9			61.2
African-American			100			100			100
Asian			28.6			57.1			42.9
Caucasian			58.1			54.8			76.7
Filipino			40			60			60
Hispanic			45.5			63.6			36.4
Other			41.7			46.2			53.8
English Learners			0			0			20

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Students with Disabilities			38.5			42.9			23.1
Socioeconomically Disadvantaged			12.5			11.1			11.1
Homeless Youth			0			0			0
Grade 5									
All Students			51.6			65.6			63.1
African-American			100			100			100
Asian			50			44.4			66.7
Caucasian			50			66.7			57.1
Filipino			0			66.7			33.3
Hispanic			50			64.3			57.1
Other			70			80			90
English Learners			0			0			0
Students with Disabilities			25			26.7			40
Socioeconomically Disadvantaged			10			22.2			44.4
Homeless Youth			0			100			100

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Spring (2021)**

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	195	11.28	24.62	12.82	51.28
African-American	5	0	0	20	80
Asian	31	19.35	12.9	16.13	51.61
Caucasian	76	7.89	23.68	11.84	56.58
Filipino	10	20	30	10	40
Hispanic	34	14.71	35.29	11.76	38.24
Other	39	7.69	28.21	12.82	51.28
English Learners	17	52.94	41.18	5.88	0
Students with Disabilities	33	36.36	30.3	12.12	21.21
Socioeconomically Disadvantaged	27	29.63	40.74	7.41	22.22
Foster Youth					

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
Homeless Youth	3	66.67	0	33.33	0

Grades 2-8 and 11 iReady Reading Growth Summary by Grade Level Spring

Sunset Hills Elementary School

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	445	213	442	461	447	445	435	443
Winter	450	201	450	469	466	450	431	441
Spring	467	403	441	459	477	473	476	478
Growth	22	190	-1	-2	30	28	41	35
Grade 2								
Fall	497	546	27	494	499	500	492	495
Winter	516	631	19	512	507	517	518	512
Spring	533	706	0	533	516	532	534	530
Growth	36	160	-27	39	17	32	42	35
Grade 3								
Fall	524	669	0	147	18	522	526	523
Winter	547	773	0	96	20	544	551	545
Spring	560	834	0	75	7	561	568	550
Growth	36	165	0	-72	-11	39	42	27
Grade 4								
Fall	545	766	0	102	19	552	543	542
Winter	557	817	0	87	0	562	559	548
Spring	572	887	0	62	7	572	573	570
Growth	27	121	0	-40	-12	20	30	28
Grade 5								
Fall	569	872	0	54	6	577	570	558
Winter	579	920	0	51	6	583	580	574
Spring	595	992	0	21	5	599	595	590
Growth	26	120	0	-33	-1	22	25	32

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	448	273	453	447	447	446	451	450
Winter	471	337	465	478	474	468	471	469
Spring	487	410	475	493	487	484	488	486
Growth	39	137	22	46	40	38	37	36
Grade 2								
Fall	500	564	32	500	494	500	499	500
Winter	519	648	17	522	503	519	518	517
Spring	533	710	12	537	508	533	532	530
Growth	33	146	-20	37	14	33	33	30
Grade 3								
Fall	532	709	0	129	14	535	533	529
Winter	549	784	0	88	13	549	552	546
Spring	561	838	0	65	8	562	564	558
Growth	29	129	0	-64	-6	27	31	29
Grade 4								
Fall	562	842	0	67	4	565	563	557
Winter	575	901	0	45	5	577	577	570
Spring	587	954	0	31	3	587	590	584
Growth	25	112	0	-36	-1	22	27	27
Grade 5								
Fall	584	942	0	37	4	588	584	579
Winter	595	994	0	27	2	601	596	590
Spring	605	1036	0	18	3	609	605	600
Growth	21	94	0	-19	-1	21	21	21
Grade 6								
Fall	604	1032	0	21	2	609	604	599
Winter	609	1055	0	27	2	619	606	602
Spring	613	1075	0	20	3	621	610	609
Growth	9	43	0	-1	1	12	6	10
Grade 7								
Fall	618	1098	0	14	0	626	616	613
Winter	623	1119	0	20	1	634	618	616

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	627	1137	0	14	1	637	622	622
Growth	9	39	0	0	1	11	6	9
Grade 8								
Fall	629	1146	0	15	1	638	626	624
Winter	635	1175	0	16	2	647	628	630
Spring	638	1187	0	14	1	650	631	634
Growth	9	41	0	-1	0	12	5	10
Grade 9								
Fall	631	1223	1	27	1	638	627	628
Winter	498	598	75	280	67	500	482	502
Spring	669	1410	0	0	0	676	681	649
Growth	38	187	-1	-27	-1	38	54	21
Grade 10								
Fall	531	730	0	275	74	527	531	530
Winter	481	475	0	508	494	488	449	469
Spring	642	1275	0	0	0	657	657	591
Growth	111	545	0	-275	-74	130	126	61
Grade 11								
Fall	563	949	48	98	41	571	553	560
Winter	357	90	358	324	376	384	344	357
Spring	658	1356	0	9	0	671	654	650
Growth	95	407	-48	-89	-41	100	101	90
Grade 12								
Fall	526	712	102	302	101	530	533	514
Winter	579	960	0	0	0	605	585	546
Spring	608	1107	0	78	0	614	605	605
Growth	82	395	-102	-224	-101	84	72	91

Grade 11 – Grade Point Average English Language

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Sunset Hills Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
English Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. The percentage of students meeting benchmarks increased for all grade levels testing fall to spring (overall 49% to 62.7%)
2. Overall growth across grade levels was very similar from fall to spring (2nd = 47.4% to 57.9%, 3rd = 37.4% to 68.3%, 4th = 49.3% to 61.2%, 5th = 51.6% to 63.1%).
3. Spring assessments show 100% of African American students meeting benchmarks in contrast to 10% of students who are English learners.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	68			64			64			94.1		
Grade 4	68			61			61			89.7		
Grade 5	92			89			89			96.7		
All	228			214			214			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			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2493.			50.00			28.13			17.19			4.69		
Grade 4	2533.			45.90			29.51			16.39			8.20		
Grade 5	2553.			46.07			16.85			19.10			17.98		
All Grades	N/A	N/A	N/A	47.20			23.83			17.76			11.21		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	60.94			26.56			12.50			
Grade 4	57.38			29.51			13.11			
Grade 5	54.55			25.00			20.45			
All Grades	57.28			26.76			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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	54.69			39.06			6.25		
Grade 4	47.54			39.34			13.11		
Grade 5	35.96			47.19			16.85		
All Grades	44.86			42.52			12.62		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	60.94			29.69			9.38		
Grade 4	59.02			29.51			11.48		
Grade 5	40.91			38.64			20.45		
All Grades	52.11			33.33			14.55		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter, Spring (2020-2021)

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	264	89	33.7	267	118	44.2	264	102	38.6
African-American	5	2	40	6	3	50	6	2	33.3
Asian	44	17	38.6	44	27	61.4	44	22	50
Caucasian	108	38	35.2	108	47	43.5	105	44	41.9
Filipino	14	1	7.1	14	1	7.1	14	2	14.3
Hispanic	48	14	29.2	49	14	28.6	49	13	26.5
Other	45	17	37.8	46	26	56.5	46	19	41.3
English Learners	22	3	13.6	22	4	18.2	22	0	0
Students with Disabilities	53	8	15.1	56	9	16.1	52	5	9.6
Socioeconomically Disadvantaged	34	6	17.6	35	7	20	33	4	12.1
Foster Youth									
Homeless Youth	4	1	25	4	1	25	4	1	25

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Math – Fall, Winter, Spring, (2020-2021)

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 2									
All Students			45.2			50			42.2
African-American						0			0

	Math								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Asian			38.5			61.5			53.8
Caucasian			59.3			66.7			51.9
Filipino			25			0			0
Hispanic			36.4			8.3			16.7
Other			28.6			71.4			57.1
English Learners			50			25			0
Students with Disabilities			27.3			7.7			7.7
Socioeconomically Disadvantaged			40			60			60
Homeless Youth			100			100			100
Grade 3									
All Students			35.7			47.1			42.9
African-American			33.3			33.3			33.3
Asian			40			60			60
Caucasian			40.9			45.5			50
Filipino			0			0			0
Hispanic			25			41.7			33.3
Other			37.5			50			31.3
English Learners			0			0			0
Students with Disabilities			7.7			23.1			8.3
Socioeconomically Disadvantaged			27.3			27.3			9.1
Grade 4									
All Students			19.4			38.2			38.2
African-American			100			100			100
Asian			28.6			71.4			42.9
Caucasian			22.6			32.3			41.9
Filipino			0			20			20
Hispanic			0			18.2			18.2
Other			25			53.8			46.2
English Learners			0			40			0
Students with Disabilities			15.4			21.4			7.1
Socioeconomically Disadvantaged			0			11.1			0
Homeless Youth			0			0			0
Grade 5									
All Students			35.4			41.5			30.6

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
African-American			0			100			0
Asian			44.4			55.6			33.3
Caucasian			21.4			32.1			24
Filipino			0			0			33.3
Hispanic			50			42.9			35.7
Other			60			60			40
English Learners			16.7			16.7			0
Students with Disabilities			12.5			12.5			15.4
Socioeconomically Disadvantaged			10			0			0
Homeless Youth			0			0			0

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Spring (2021)**

Spring 2021	Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	200	18	44.5	11	26.5
African-American	5	0	60	0	40
Asian	31	9.68	41.94	12.9	35.48
Caucasian	78	17.95	43.59	12.82	25.64
Filipino	10	30	50	10	10
Hispanic	37	32.43	37.84	10.81	18.92
Other	39	10.26	51.28	7.69	30.77
English Learners	18	44.44	55.56	0	0
Students with Disabilities	39	48.72	41.03	5.13	5.13
Socioeconomically Disadvantaged	28	50	46.43	0	3.57
Foster Youth					
Homeless Youth	3	33.33	66.67	0	0

Grades 2-8 and 11 iReady Math Growth Summary by Grade Level Spring

Sunset Hills Elementary School

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 1						
Fall	399	0	394	408	394	401
Winter	403	0	395	410	401	406
Spring	416	0	411	420	415	419
Growth	17	0	17	12	21	18
Grade 2						
Fall	414	0	404	423	417	413
Winter	421	0	420	417	427	426
Spring	433	0	431	433	436	430
Growth	19	0	27	10	19	17
Grade 3						
Fall	436	0	435	442	438	431
Winter	442	0	437	446	447	438
Spring	458	0	457	462	463	451
Growth	22	0	22	20	25	20
Grade 4						
Fall	452	0	444	457	457	452
Winter	466	0	461	474	467	460
Spring	476	0	478	482	475	464
Growth	24	0	34	25	18	12
Grade 5						
Fall	469	0	467	475	472	461
Winter	481	0	486	485	480	471
Spring	492	0	496	492	490	487
Growth	23	0	29	17	18	26

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	404	0						
Winter	413	0						
Spring	423	0						
Growth	19	0						
Grade 2								
Fall	422	0						
Winter	435	0						
Spring	443	0						
Growth	21	0						
Grade 3								
Fall	443	0						
Winter	454	0						
Spring	467	0						
Growth	24	0						
Grade 4								
Fall	465	0						
Winter	475	0						
Spring	488	0						
Growth	23	0						
Grade 5								
Fall	482	0						
Winter	493	0						
Spring	506	0						
Growth	24	0						
Grade 6								
Fall	501	0						
Winter	506	0						
Spring	511	0						
Growth	10	0						
Grade 7								
Fall	512	0						
Winter	518	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	522	0						
Growth	10	0						
Grade 8								
Fall	512	0						
Winter	516	0						
Spring	536	0						
Growth	24	0						
Grade 9								
Fall	512	0						
Winter	482	0						
Spring	478	0						
Growth	-34	0						
Grade 10								
Fall	513	0						
Winter	459	0						
Spring	475	0						
Growth	-38	0						
Grade 11								
Fall	470	0						
Winter	447	0						
Spring	560	0						
Growth	90	0						
Grade 12								
Fall	442	0						
Winter	373	0						
Spring	519	0						
Growth	77	0						

Grade 11 – Grade Point Average Mathematics

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Sunset Hills Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
Mathish Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Conclusions based on this data:

1. Overall, students showed growth from fall to winter (33.7% to 44.2%), a decline from winter to spring (44.2% to 38.6%) and an overall growth from fall to spring.
2. Asian students show the highest percentage of students meeting benchmarks in the spring (50%). Students with disabilities meeting standards was 0% in the spring, and students who are English Learners meeting standards in the spring was 9.6%.
3. 4th grade students meeting benchmarks showed the greatest growth overall climbing from 19.4% to 38.2%. Both 2nd and 5th grades declined in the percentage of students meeting benchmarks.

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 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	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. Students using iReady showed no increase in meeting benchmarks from fall to spring (10% in the fall, 10% in the spring).
2. Students in 2nd grade using iReady showed 33.3% meeting benchmarks in the fall, 66.7 meeting benchmarks in the winter, and 33,3% meeting benchmarks in the spring.
3. Students in grade 4 using iReady showed 0% meeting benchmarks in the fall and 20% meeting benchmarks in the spring.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	18-19	*19-20	20-21	18-19	*19-20	20-21	18-19	*19-20	20-21
African American	*	6	9	*		1	*		11.11
American Indian or Alaskan			1			1			100
Asian	68	70	69	0	2	0	0	2.86	0
Filipino	31	30	32	1		2	3		6.25
Hispanic or Latino	68	78	74	4	6	5	5	7.69	6.76
Did not Report	17			0			0		
Pacific Islander									
Two or More Races	59	66	61	1	2	3	2	3.03	4.92
White	193	190	181	5	7	5	3	3.68	2.76
Male									
Female									
English Learners	65	33	35	0		0	0		0
Students with Disabilities			63	5		5	5		7.94
Socioeconomically	52		51	3		6	5		11.76
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
Total	446	442	427	12	17	17	3	3.85	3.98

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

Conclusions based on this data:

1. In the 2020-21 school year, the Hispanic or Latino and Filipino cultural subgroups chronic absenteeism rate were 6.76% and 6.25%, respectively, which is approximately two times higher than that of the White cultural sub group.
2. Students who are Asian decreased their chronic absenteeism rate from 2.86% in 2019-2020 to 0% in 2020-2021.
3. Overall, the chronic absenteeism rate at Sunset Hills is 3.98%.

Student Performance Data

Suspension Data

	2018-19	*2019-20	2020-21
Suspensions Rate	0.9	0.45	0.2

* 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. Suspension rates in 2020-2021 were the lowest they have been over the past three years.
3. Students at Sunset Hills refrain from engaging in behaviors that are suspend-able.

Student Performance Data

Graduation Rate

	2018-19	*2019-20	2020-21
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 2022 California Assessment of Student Performance and Progress (CAASPP) report, 72% 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 and return to virtual/on campus learning cohorts in 2020-2021 due to COVID-19, annual testing and data collection were unable to be conducted. Thus, data from the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report showing an overall baseline of 71.03% of all students in grades 3,4,5 meeting and exceeding standards for Math will be utilized to identify needs. Data from the spring iReady assessment showed 38.6% of all students met or exceeded benchmarks in the area of mathematics.

Alternative Metrics

As derived from the Spring 2021 iReady math assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: 38.6%
 EL: 0%
 EDY: 12.1%
 Special Education: 9.6%
 Hispanic: 26.5%
 African American: 33.3%

As derived from the fall 2021 iReady math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: (grades K-5) 32.80%
 EL: 12.0%
 EDY: 23.81%
 Special Education: 16.67%
 Hispanic: 17.74%
 African American: 25.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the Spring 2022 CAASPP for all students.	Fall 2020 testing reflected 33.7% of all students meeting benchmark in iReady math. Spring 2021 testing reflected 38.6% of all students meeting benchmarks in iReady math.	By the end of the school year, 72% of all students in grades 3,4,5 will meet or exceed standards for Math as measured byCAASPP.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Data from the Math portion of the Spring 2022 CAASPP for all students who are English Learners.	Fall 2020 testing reflected 13.6% of all students meeting benchmark in iReady math. Spring 2021 testing reflected 0% of all students meeting benchmarks in iReady math.	By the end of the school year, 45% of all students in grades 2,3,4,5 will meet or exceed Standards for Math as measured by CAASPP.
EDY/Title I Data from the Math portion of the Spring 2022 CAASPP for all students who are EDY/Title 1.	Fall 2020 testing reflected 17.6% of all students meeting benchmark in iReady math. Spring 2021 testing reflected 12.1% of all students meeting benchmarks in iReady math.	By the end of the school year, 45% of all students in grades 2,3,4,5 will meet or exceed standards for Math as measured by CAASPP.
Student with Disabilities Data from the Math portion of the Spring 2022 CAASPP for all students with special needs.	Fall 2020 testing reflected 15.1% of all students meeting benchmark in iReady math. Spring 2021 testing reflected 9.6% of all students meeting benchmarks in iReady math.	By the end of the school year, 45% of all students in grades 2,3,4,5 will meet or exceed standards for Math as measured by CAASPP.

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)
	Educationally Disadvantaged Youth
1110.00	English Learners 1000-1999: Certificated Personnel Salaries TOME Advisors
	English Learners 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

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. Small group and 1:1 support continued through distance learning, and cohort learning. Small group instruction was extremely limited based on staff access to students, social distancing, and time for learning. Personalized learning opportunities also continued using programs including iReady.

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.

Schools opened the 2020-2021 school year with Virtual Learning. In October, campuses opened for students wanting to return to campus with a staggered session 1 and session 2 schedule. SHES was operating with both virtual learning classes and on campus classes. Instructional strategies shifted to meet the needs of these learning environments. Sunset Hills opened the 2021-2022 school year with students on campus, the elimination of social distancing, and inclusion of other mitigating protocols including mask wearing and hand sanitizing.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

Goal 2: English Language Arts

Based upon the Spring 2022 Smarter Balanced Assessment, 75% of 3rd-5th grade students will perform at "Standard Met" or "Standard Exceeded" in the overall area of English Language Arts (ELA).

Identified Need

Due to the physical school closure in spring 2020 and return to virtual/on campus learning cohorts in 2020-2021, due to COVID-19, annual testing and data collection were unable to be conducted. Thus, data from the 2018-2019 CAASPP report showing an overall baseline of 74.89% of all students in grades 3,4,5 meeting and exceeding standards for ELA will be utilized to identify needs. Data from the spring iReady assessment showed 62.7% of all students met or exceeded benchmarks in the area of reading.

Alternative Metrics

As derived from the Spring 2021 iReady reading diagnostic assessments, the percentages displayed below denote the percentage of students who currently are meeting benchmark:

All Students: 62.7%
 EL: 10%
 EDY: 32.3%
 Special Education: 37.5%
 Hispanic: 50.0%
 African American: 100.0%

As derived from the fall 2021 iReady reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: (grades 2-5) 57.30%
 EL: 31.58%
 EDY: 44.44%
 Special Education: 33.33%
 Hispanic: 48.94%
 African American: 100.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the ELA portion of the Spring 2022 CAASPP for all students.	Currently 62.7% of all students in grades 2,3,4,5 are meeting and exceeding benchmarks for Reading as measured by iReady.	By the end of the school year, 75% of all students in grades 3,4,5 will meet or exceed standards for reading as measured by CAASPP.
English Learner Data from the ELA portion of the Spring 2022 CAASPP for all	Currently 10% of all students who are English Learners in grades 2,3,4,5 are meeting and	By the end of the school year, 50% of all students who are English Learners in grades 3,4,5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
students who are English Learners.	exceeding standards for reading as measured by iReady.	will meet or exceed standards for reading as measured by CAASPP.
EDY/Title I Data from the ELA portion of the Spring 2022 CAASPP for all students identified EDY/Title 1.	Currently 32.3% of all students who are EDY in grades 2,3,4,5 are meeting and exceeding standards for reading as measured by iReady.	By the end of the school year, 60% of all students who are EDY in grades 3,4,5 will meet or exceed standards for ELA as measured by CAASPP.
Student with Disabilities Data from the ELA portion of the Spring 2022 CAASPP for all students with disabilities	Currently 37.5% of all students with disabilities in grades 2,3,4,5 are meeting and exceeding standards for reading as measured by iReady.	By the end of the school year, 65% of all students with disabilities in grades 3,4,5 will meet or exceed standards for Reading as measured by CAASPP.

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 students with disabilities 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)

1740.00

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries
9.5 days paid admin release for student articulation - fall/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.
1110.00	English Learners 1000-1999: Certificated Personnel Salaries TOME - Tutoring Outreach Media Education Program advisors
500.00	English Learners 2000-2999: Classified Personnel Salaries Translation Services as needed
900.00	Educationally Disadvantaged Youth 4000-4999: Books And Supplies 30 Lexia Online subscriptions for students grades 2-5, reading intervention program - licenses for designated level 1& 2 EDY

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)

	No Additional Cost
--	--------------------

Annual Review

SPSA Year Reviewed: 2020-21

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 the result of COVID-19, impacted the ability to complete planned strategies and activities to meet the overall goal. Small group and 1:1 support continued through distance learning and was extremely limited based on staff access to students and time for learning and social distancing requirements. Personalized learning opportunities also continued using programs including iReady and Lexia.

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.

Schools opened the 2020-2021 school year with Virtual Learning. In October, campuses opened for students wanting to return to campus with a staggered session 1 and session 2 schedule. SHES is operating with both virtual learning classes and on campus classes. Instructional strategies have been shifted to meet the needs of these learning environments. Sunset Hills opened the 2021-2022 school year with students on campus, the elimination of social distancing, and inclusion of other mitigating protocols including mask wearing and hand sanitizing.

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 2022, 100% of all 2nd - 5th students will report the following " I can name an adult on campus that cares about me".

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. Spring 2021 site student survey shows 89% of students felt an adult on campus cared about them.	Through direct instruction via classroom lessons targeting No Place For Hate, Character Counts, building positive relationships, campus expectations, and positive behavior supports, the number of students reporting they feel an adult on campus cares about them will increase from 89% to 100%
English Learner		
EDY/Title I		
Student with Disabilities		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Each and every 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.

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
English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Each and every 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 PUSD

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Based upon the Sunset Hills Student Perception survey given in the spring of 2021, 89% 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."

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

Whether virtual or in person, teachers were able to implement No Place for Hate lessons, Character Counts curriculum, 2nd Step lessons, Weekly Friday Friends clubs, and create strategies for students to access needed supports. Classroom teachers worked to build positive and trusting relationships with the students in their spaces, further connecting with counselors and families, as needed to ensure students felt connected and safe at school.

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.

Schools opened the 2021-2022 school year with On Campus Learning. We anticipate a higher-than-normal need in our students for social emotional supports and thus looked at our days differently to start this school year. We have put a spotlight on reconnecting students to their peers and staff, to building academic motivation, and reestablishing caring relationships.

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 2022, 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. The 2021 CHKS survey shows no increase in the areas of Social Emotional Learning Supports, Anti-Bullying Climate, and Positive Behavior. While it is likely that the constraints of the pandemic on our learning environments and platforms were an influence in this data change, it is important to strengthen our student's beliefs in these areas.

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 Data analysis from a Sunset Hills student survey conducted in Spring 2021.	78% of students felt connected to school, 80% feel social emotional learning supports are in place, 83% feel there is an anti-bullying climate.	Through direct instruction via classroom lessons targeting social thinking, campus expectations, and positive behavior supports, the number of students reporting the feel connected to school will increase from 78% to 94%. The percentage indicating social emotional learning supports are in place will increase from 80% to 90%. The percentage seeing an anti-bullying climate will increase from 83% to 90%.
English Learner		
EDY/Title I		
Student with Disabilities		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students at Sunset Hills

Strategy/Activity

- * PUSD School Feeder Pattern Racial Equity Community Conversation series
- * Participation in 3, 1 weeklong No Place for Hate events school-wide
- * Site Equity and Inclusion team
- * Equity and Inclusion Staff Survey (baseline and growth measure)
- * Community Input and Reflection Survey to gather information and perspective
- * All staff inclusion and UDL (Universal Design Learning) training sessions throughout the school year
- * SHES site-based PTA JEDI committee
- * Cover to Cover Community Book Club - 1 book and community discuss per trimester
- * Construction of Bright IDEAS (Inclusion, Diversity, Education, Acceptance, Social Justice) Community Committee
- * Collaboration around monthly heritage celebrations
- * 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?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive, and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

Goal 5: Chronic Absenteeism

By June 2022, students at Sunset Hills will demonstrate chronic absenteeism rate of less than 2.5%

Identified Need

Currently the chronic absenteeism rate is 3.98%

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Student Attendance	Currently attendance rates show chronic absenteeism to be 3.98%.	By June 2022, chronic absenteeism will be less than 2.5%.
English Learner Student Attendance	Current attendance rates show chronic absenteeism to be 0%.	By June 2022, chronic absenteeism will remain 0%.
EDY/Title I Student Attendance	Current attendance rates show chronic absenteeism to be 11.76%	By June 2022, chronic absenteeism will be less than 9%.
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

Strategy/Activity

Classroom reward systems include incentives for students who are on time to school daily. Morning announcements and parent communication through our school newsletter reminds parents of the importance of arriving on time and provides suggestions to ensure this happens daily.

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 None Specified
	English Learners

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	\$5,360.00

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	\$2,640.00
English Learners	\$2,720.00

Subtotal of state or local funds included for this school: \$5,360.00

Total of federal, state, and/or local funds for this school: \$5,360.00

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	2,640.00
English Learners	2,720.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,960.00
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	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	1,740.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	900.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	2,220.00
2000-2999: Classified Personnel Salaries	English Learners	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,110.00
Goal 2	4,250.00
Goal 3	0.00
Goal 4	0.00

School Site Council Membership

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

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

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