

2017-2018

The Single Plan for Student Achievement



Carl Sundahl Elementary School

School: Carl Sundahl Elementary School
CDS Code: 34673306106892
District: Folsom Cordova Unified School District
Principal: Monika Himmrich
Revision Date: September 27, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on November 16, 2017.

Table of Contents

School Vision and Mission	5
School and Community Profile	5
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	6
Analysis of Current Instructional Program	6
Description of Barriers and Related School Goals	8
Evaluation of Effectiveness Summary	9
School and Student Performance Data	11
CAASPP Results (All Students)	11
CELDT (Annual Assessment) Results.....	15
CELDT (All Assessment) Results.....	16
2016-17 "At-Risk" and Long-Term English Learners (LTEL)	17
District Assessment Form - English Language Arts	19
District Assessment Form – Mathematics	20
Summary of Additional Assessment Data	21
Survey of School Effectiveness Summary	22
Planned Improvements in Student Performance	23
English/Language Arts	23
English Language Development	25
Mathematics.....	28
Disproportionality	30
Science.....	33
Counseling/SEL	35
VAPA-Visual and Performing Arts.....	37
Physical Education and Health	38
Summary of Expenditures in this Plan.....	39
Total Allocations and Expenditures by Funding Source	39
Total Expenditures by Object Type.....	40
Total Expenditures by Object Type and Funding Source.....	41
Total Expenditures by Goal	42
Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies	43
School Site Council Membership	44

School Vision and Mission

Carl Sundahl Elementary School's Vision and Mission Statements

Our vision is to prepare our student to become responsible citizens and productive, caring members of society. We fully embrace the new Common Core Standards and work to build a strong foundation for all students. We use data to drive our instruction and assess individual student needs.

School and Community Profile

Carl H. Sundahl Elementary School has served students residing on the northwest side of the American River in Folsom since September 1987. Sundahl is a K-6 learning environment. We operate on a traditional year calendar. Our student enrollment, reported on the California Basic Educational System (CBEDS) in October 2015 was approximately 389. Our campus currently houses 15 classrooms, a Learning Center and a Student Care Center. For the next two years our school is undergoing a major modernization project where all new classrooms will be built. In addition to our general education classes, we offer Montessori education as well. Currently, we have one Montessori class of preschool, transitional kindergarten and kindergarten students. Our multipurpose room/cafeteria complex includes a stage/music room as well as a serving kitchen and indoor basketball court. The classrooms and office complex are linked through a computer network system that supports the instructional program technically and allows access to the Internet. All classrooms are equipped with Internet access for curriculum and research support. We now have 154 Chrome Books on campus for student use in the classrooms. At Carl Sundahl, we are committed to preparing all our children to achieve what we know they are capable of achieving. Our primary goal is to prepare our students to become responsible citizens and productive, caring members of our society. Our strong educational programs work to support each student in successfully meeting the challenges of learning. Opportunities for differentiated learning help to provide appropriate challenges for all students, including those identified for GATE. Instructional intervention programs are offered to insure all students are supported in meeting grade level standards in reading and math. These programs include Lexia interventions, an individualized "Read Naturally" program, small group pull-out math and reading tutorial programs as well as Response to Instruction (RtI) interventions through our school wide Tier Programs in our Learning Center. A wide variety of curriculum and enrichment activities are offered by staff and parent volunteers, including PTA Movie Night, Used Book Store, Red Ribbon Week, Winter Wonderland, Primary and Intermediate Read-Ins, Starstruck Showcase Dance Performance, Author's Day, Accelerated Reader Celebration, District Track Meet, Glee Chorus, Jog-A-Thon, and physical fitness.

Our school culture and mission is to provide an academically challenging curriculum in a caring and positive school environment. Our highly skilled staff is comprised of veteran teachers, a BTSA support provider, and three National Board Certified instructors. A school wide program utilizing The Dolphin 5 (Be Respectful, Be Responsible, Be Safe, Be Friendly, Be Productive) standards recognizes and celebrates students' progress with such areas as Dazzling Dolphins and weekly Dolphin 5 Achievement Awards. Our active Student Council provides awareness of the importance of community service. Carl Sundahl is well known for its strong, supportive parent community. In addition to classroom volunteers, parents also serve on our Site Council, which assist with important curriculum, budget, and facility decisions. Our PTA and Foundation parent groups plan numerous activities that serve as a positive bond between home and school and provide financial support for our many programs.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal evaluations are completed throughout the school year per the district's evaluation process and timeline. We now have an online evaluation tool called Talent Ed Perform for the tracking of all observations. In addition to the formal classroom observations classroom, principal walk throughs and informal observations are done on a daily basis.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

This year we will be using i-Ready as a progress monitoring tool. We have additional district assessments (oral reading passages, ELA & Math assessments) that are given to appropriately monitor student progress. These results are used to plan instruction and provide interventions as needed.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers will conduct curriculum assessments regularly, as directed by the district's adopted curriculum, to regularly monitor student progress. These results will qualify students for interventions and support as needed. All assessment data has now been moved into our online program, Illuminate. Illuminate will provide timely analysis of data so teachers can appropriately group students, focus instruction and provide targeted instruction and intervention groups. Data is discussed both formally and informally (ECBN & Grade Level meetings).

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Carl Sundahl are highly qualified and credentialed in the subject area they teach.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff participate in on-going professional development provided by FCUSD and at the site level. Varying Professional Development is offered by the district through out the school year. This year we have a district focus on Professional Learning Communities, iReady and our Benchmark ELA adoption.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is based on best practices and address the Common Core Standards. Staff is provided district and site level professional development. This year our professional development will also focus on iReady and our Benchmark ELA & math curriculum.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District Lead teachers provide ongoing support to all teachers. In addition to district lead teachers, each site has selected a math, ELA/Common Core and Technology coach. Coaches attend trainings and then report out and train at our site level meetings. We have a .5 Intervention teacher for Sundah provides support for our struggling learners. The intervention teacher works in the mornings 5 days a week analyzing data and planning instruction for MTSS groups.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

There is constant ongoing teacher collaboration. Formally, grade level collaboration occurs weekly at our staff meetings. These collaborations center around curriculum delivery, shared lesson planning, and needs analysis. Informally, teachers meet on a daily basis to discuss curriculum, share lesson ideas and student needs. Collaboration occurs across grade levels as well as vertically among different grade levels.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers are using the Common Core Standards (CCSS) as the basis of their instruction. State and researched based materials are used to support instruction. District adopted materials are used in all classrooms on a daily basis.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All state instructional minutes are strictly adhered to. The school schedule provides students with the required number of instructional minutes per day. Language Arts and math times are protected to help maintain the fidelity and integrity of academic programs.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District pacing windows allow teachers to monitor their instructional progress. There is a set agenda of what should be taught. Assessment windows allow teachers to monitor student progress.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have been provided with instructional materials mandated by the Williams Act. In addition to the core materials, students have access to support materials as needed.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers have been trained in supplemental instruction and curriculum, such as Lexia Core 5, SIPPS, iReady and Accelerated Reader.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Carl Sundahl utilizes a MTSS/Learning Center model. We provide differentiated instruction as needed throughout the school day. In addition to classroom instruction, students visit the Learning Center through out the day for additional support. Students are also seen in small groups during the day by our intervention teacher during MTSS time. In addition to academics, we support students in a positive way with Dazzling Dolphins, Second Step, classroom buddies and positive adult role models.

14. Research-based educational practices to raise student achievement

In order to create an environment that fosters learning, our school has implemented a Positive Support Program (PBIS). Our teachers are trained in PBIS and we teach lessons from Second Step designed to build character in our students. We kicked off this year with a Cool 2B Kind week where the entire school took part in kindness activities.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are encouraged to attend Back to School Night to hear about the program planned for their child and expectations for the year. Parents are skilled volunteers and donate their time on a daily basis. PTA and Foundation are outstanding in supporting our students both academically and through extra curricular activities. Information is also provided in the form of a monthly newsletter that contains upcoming school activities and events as well as community happenings. Messages and emails are sent out through our Connect Ed online system to keep parents informed. Teachers provide parents with ongoing communication through newsletters and emails. Our Parent Coordinator helps the school process all volunteer paperwork and recruit volunteers when needed.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We have a very large parent participation/volunteer process, where parents who meet the safety clearance can work in the classroom and attend field trips. Our School Site Council meets through out the year to stay informed on school progress.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds pays for direct support of classroom instruction, through support of intervention and district wide professional development.

18. Fiscal support (EPC)

Our school has access to EL funding, district supported funds, and title 2 and 3 funding.

Description of Barriers and Related School Goals

Although barriers exist, they are not impeding our ability to meet the set school goals.

Currently we are working as diligently as we can to get up to speed on the Benchmark adoption.

We are also taking on the focus of communication among our students. By improving student communication skills it is our goal to have these skill transfer into group work in the classroom.

Keyboarding

Students are now being required to know how to keyboard as our main assessments are administered on Chromebooks. to address this barrier we are coming up with grade level typing standards and focusing on learning to keyboard in grades 2-6. Students will use the program All the Right Type at school and have access to the olnie program at home as well.

Currently we are continuing to improve student academic outcomes as measured by site, district and state assessments.

Evaluation of Effectiveness Summary

Top 2-3 SPSA Priorities and Major Expenditures Supporting Each Priority	
Priority 1: Positive behavior Intervention Support	Expenditures to support priority 1: District and site training, Second Step Curriculum
Priority 2: Early & ongoing support of literacy	Expenditures to support priority 2: District level support with new ELA adoption and lead teachers, SIPPS, Lexia Site level support with Common Core site coach, Accelerated Reader, 1/2 day intervention teacher
Priority 3: Early & ongoing support of math	Expenditures to support priority 3: District training with common core and the and the ongoing implementation of Envision math Site level math coach

Strategies Identified in 2016-17 SPSA and Degree of Implementation for Each Strategy				
	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
Strategy 1: Lexia	X			
Strategy 2: SIPPS - Kinder to 2nd grade, upper grades as needed	X			
Strategy 3: iReady	X			
Strategy 4: PBIS - Second Step	X	X		
Strategy 5: Intervention teacher	X			
Strategy 6: Illuminate		X		
Strategy 7: Accelerated reader	X			
Strategy 8:				
Strategy 9:				
Strategy 10:				

Barriers to *partially or not implemented strategies and actions taken to mitigate each barrier including adjustment of SPSA Plan to overcome barrier

1. Partially or non-implemented strategy:	PBIS- Second Step
Barrier(s) to strategy:	Time
Action(s) taken to mitigate/overcome barrier:	Ongoing PD to full implementation
2. Partially or non-implemented strategy:	Illuminate
Barrier(s) to strategy:	Illuminate is not used every day so can be challenging to remember steps
Action(s) taken to mitigate/overcome barrier:	Ongoing PD
3. Partially or non-implemented strategy:	
Barrier(s) to strategy:	
Action(s) taken to mitigate/overcome barrier:	
4. Partially or non-implemented strategy:	
Barrier(s) to strategy:	
Action(s) taken to mitigate/overcome barrier:	
5. Partially or non-implemented strategy:	
Barrier(s) to strategy:	
Action(s) taken to mitigate/overcome barrier:	
6. Partially or non-implemented strategy:	
Barrier(s) to strategy:	
Action(s) taken to mitigate/overcome barrier:	

SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence

Effective Strategy:	Data Evidence:
1. Early Intervention & MTSS	Reading levels of our beginning readers increased through small group, data driven instruction
2. Intervention teacher	Students showed growth in basic reading skills (phonics, decoding & fluency), assessment driven, pre & post assessments showing student growth
3. Extended day for early birds	Early readers needing additional support were offered extended day to provide a double dose of instruction
4. Well trained teachers	All teachers took part in professional development offered by the district

SPSA Strategies that were ineffective/minimally effective OR level of effectiveness is undetermined in improving student achievement for the target audience/data evidence

Ineffective strategy:	Data Evidence:
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School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	68	58	55	68	57	55	68	57	55	100.0	98.3	100
Grade 4	68	68	64	67	68	64	67	68	64	98.5	100	100
Grade 5	67	66	68	66	66	67	66	66	67	98.5	100	98.5
Grade 6	23	31	33	23	31	32	23	31	32	100.0	100	97
All Grades	226	223	220	224	222	218	224	222	218	99.1	99.6	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2444.3	2445.5	2462.5	26	28	32.73	31	30	32.73	29	32	29.09	13	11	5.45
Grade 4	2476.5	2504.4	2509.0	22	34	42.19	27	34	28.13	31	18	15.63	19	15	14.06
Grade 5	2542.4	2525.1	2545.4	29	24	28.36	47	33	44.78	17	27	20.90	8	15	5.97
Grade 6	2558.9	2572.3	2568.2	22	35	21.88	52	39	56.25	17	16	21.88	9	10	0.00
All Grades	N/A	N/A	N/A	25	30	32.57	37	33	38.53	25	24	21.56	13	13	7.34

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	26	32.73	59	56	54.55	15	18	12.73
Grade 4	24	35	43.75	55	50	46.88	21	15	9.38
Grade 5	26	24	31.34	64	59	62.69	11	17	5.97
Grade 6	22	35	21.88	65	61	71.88	13	3	6.25
All Grades	25	30	33.94	60	56	57.34	15	14	8.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	19	30.91	65	61	60.00	15	19	9.09
Grade 4	24	32	32.81	54	53	56.25	22	15	10.94
Grade 5	41	27	43.28	44	52	49.25	15	21	7.46
Grade 6	39	45	31.25	48	39	62.50	13	16	6.25
All Grades	29	29	35.32	54	53	55.96	17	18	8.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	25	27.27	65	68	69.09	7	7	3.64
Grade 4	13	26	35.94	78	68	51.56	9	6	12.50
Grade 5	21	20	25.37	65	71	68.66	14	9	5.97
Grade 6	17	26	28.13	74	68	68.75	9	6	3.13
All Grades	21	24	29.36	70	69	63.76	10	7	6.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	25	32.73	66	63	56.36	13	12	10.91
Grade 4	27	32	40.63	51	54	51.56	22	13	7.81
Grade 5	56	36	32.84	39	55	62.69	5	9	4.48
Grade 6	26	52	28.13	61	45	68.75	13	3	3.13
All Grades	33	34	34.40	53	55	58.72	13	10	6.88

Conclusions based on this data:

1. Reading & writing are areas of relative weakness and will our focus for the 2017-18 school year.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	68	58	55	68	57	55	68	57	55	100.0	98.3	100
Grade 4	68	68	64	67	68	64	67	68	64	98.5	100	100
Grade 5	67	66	68	66	66	67	66	66	67	98.5	100	98.5
Grade 6	23	31	33	23	31	32	23	31	32	100.0	100	97
All Grades	226	223	220	224	222	218	224	222	218	99.1	99.6	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2445.9	2459.6	2478.8	19	26	40.00	38	35	34.55	26	26	21.82	16	12	3.64
Grade 4	2497.0	2513.0	2502.5	19	26	17.19	33	38	45.31	36	29	32.81	12	6	4.69
Grade 5	2556.7	2542.4	2553.4	39	32	40.30	29	32	19.40	29	23	32.84	3	14	7.46
Grade 6	2544.8	2564.0	2566.0	13	26	31.25	39	35	25.00	39	32	34.38	9	6	9.38
All Grades	N/A	N/A	N/A	25	28	32.11	34	35	31.65	31	27	30.28	10	10	5.96

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	41	44	56.36	34	46	36.36	25	11	7.27
Grade 4	36	49	35.94	43	35	42.19	21	16	21.88
Grade 5	41	45	47.76	45	30	32.84	14	24	19.40
Grade 6	22	39	43.75	61	42	34.38	17	19	21.88
All Grades	38	45	45.87	43	37	36.70	20	18	17.43

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	32	41.82	54	58	50.91	21	11	7.27
Grade 4	28	31	25.00	60	60	60.94	12	9	14.06
Grade 5	52	30	34.33	42	56	55.22	6	14	10.45
Grade 6	13	32	28.13	70	55	53.13	17	13	18.75
All Grades	33	31	32.57	54	58	55.50	13	11	11.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	39	41.82	60	49	49.09	18	12	9.09
Grade 4	34	34	26.56	46	60	57.81	19	6	15.63
Grade 5	27	18	35.82	65	62	58.21	8	20	5.97
Grade 6	13	26	34.38	74	61	53.13	13	13	12.50
All Grades	26	29	34.40	59	58	55.05	15	13	10.55

Conclusions based on this data:

1. Our first 2 professional development days for the year will focus on math instruction. Math will continue to be our focus for 2017-18.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***											
1				***	60	***	***	20	***		20				
2				25	25	***	75	25	***		50	***			
3	***				***	***		***	***						
4		20	***	***	20	***	***	60	***						
5			25					***	75						
6						***									
Total	10	6	13	40	39	31	50	39	50		17	6			

Conclusions based on this data:

1. We have a very small population - Focus on good quality, first instruction

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				50	25		17	25		17	50		17		
1				***	60		***	20			20				
2				20	25		80	25			50				
3	***				75			25							
4		17		***	17		***	50						17	
5								***							
Total	6	4		38	38		44	33		6	21		6	4	

Conclusions based on this data:

1.

School and Student Performance Data

2016-17 "At-Risk" and Long-Term English Learners (LTEL)

Name	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
Blanche Sprentz Elementary	45	5	0	4	10	64
Carl H. Sundahl Elementary	6	3	1	0	17	27
Cordova Gardens Elementary	50	12	6	12	15	95
Cordova High	51	4	113	59	507	734
Cordova Meadows Elementary	78	27	0	15	13	133
Cordova Villa Elementary	103	21	0	20	15	159
Empire Oaks Elementary	21	3	0	1	24	49
Folsom Cordova K-8 Community Charter	6	0	4	2	4	16
Folsom High	16	2	20	8	262	308
Folsom Hills Elementary	19	1	0	4	14	38
Folsom Lake High	0	0	1	7	7	15
Folsom Middle	5	0	13	10	112	140
Gold Ridge Elementary	59	7	0	5	53	124
Kinney High (Continuation)	0	1	13	3	23	40
Mather Heights Elementary	23	3	0	6	27	59
Mills Middle	35	0	61	61	208	365
Natoma Station Elementary	35	0	0	1	27	63
Navigator Elementary	46	18	0	9	33	106
Nonpublic, Nonsectarian Schools	0	0	3	1	1	5
Oak Chan Elementary	17	2	0	3	21	43
Peter J. Shields Elementary	82	17	0	20	25	144
Prospect Community Day School	0	0	0	1	5	6
Rancho Cordova Elementary	125	24	0	24	20	193
Riverview STEM Elementary	18	1	0	2	35	56
Russell Ranch Elementary	31	2	0	4	69	106
Sandra J. Gallardo Elementary	42	4	0	4	55	105
Sutter Middle	21	4	20	10	193	248
Theodore Judah Elementary	46	7	0	5	54	112
Vista del Lago High	5	2	11	1	136	155
W. E. Mitchell Middle	7	1	54	51	179	292
Walnutwood High (Independent Study)	2	1	8	1	17	29
White Rock Elementary	140	33	2	32	40	247
Williamson Elementary	134	28	0	19	43	224

Name	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
Folsom-Cordova Unified	1,268	233	330	405	2,264	4,500
Sacramento County	21,955	4,686	7,279	8,391	30,818	73,129
State	683,688	152,669	230,119	265,929	1,047,267	2,379,672

Conclusions based on the school data:

- 1.

Conclusions based on the district data:

- 1.

District Assessment Form - English Language Arts

Local Assessment/ Common Assessment	Data by Grade Level																							
	Grade Kinder			Grade 1st			Grade 2nd			Grade 3rd			Grade 4th			Grade 5th			Grade 6th			Grade		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
ELA DPA Fall	42			42			57			69			60			56			47					
ELA DPA	77			66			75			83			60			52			58					
ELA DPA	89			81			89			83			74			58			68					

Conclusions based on this data:

1. Each grade level has shown growth over time.
2. Progress of students is shared and discussed at monthly grade level/PLC meetings.
3. The Learning Center & Intervention teacher are utilized for students performing below grade level with tier intervention process beginning as needed. Vertical articulation will also be used as student progress from one grade level to the next.

District Assessment Form – Mathematics

Local Assessment/ Common Assessment	Data by Grade Level																							
	Grade Kinder			Grade 1st			Grade 2nd			Grade 3rd			Grade 4th			Grade 5th			Grade 6th			Grade		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Math DPA Fall	39			21			28			34			54			63			71					
Math DPA	69			61			62			53			72			68			68					
Math DPA	82			63			82			71			81			80			77					

Conclusions based on this data:

1. Each grade level showed growth from the Fall to Spring.
2. Progress of students is shared and discussed at monthly grade level/PLC meetings.
3. The Learning Center is utilized for students performing below grade level, with tier intervention process beginning as needed. As a school we will continue to work with all students to create mastery in math facts and conceptual knowledge.

Summary of Additional Assessment Data

In addition to statewide assessment results, the school has analyzed local assessment data including benchmark, curriculum embedded assessments, and reading and mathematics diagnostics. The following are the findings from these assessment sources. Data conversations encompassing all data sources occur to drive the instructional goals contained in the Improvement Plans section of the SPSA.

Name of Assessment: Oral Reading passage

Date of Assessment: August and on-going

Grade Level(s): 1st - 6th as needed

Content Area: ELA

FINDINGS:

1. In our primary grades there are students who need additional support intervention in phonics and decoding as well as fluency. We will do this through SIPPS kinder through 2nd grades.
2. In the upper grades fluency and comprehension seemed to be the biggest area of need.
3. Many of our students are strong readers and need enrichment activities to support them.

Name of Assessment: Math Benchmarks/Summative tests

Date of Assessment: Ongoing

Grade Level(s): 1st -6th

Content Area: Math

FINDINGS:

1. Basic math facts still seem to be a concern for students.
2. Difficult math concepts are identified at grade levels and retaught in small groups.
3. Teach strategies to break down word problems.

Name of Assessment:

Date of Assessment:

Grade Level(s):

Content Area:

FINDINGS:

Name of Assessment:

Date of Assessment:

Grade Level(s):

Content Area:

FINDINGS:

Name of Assessment:

Date of Assessment:

Grade Level(s):

Content Area:

FINDINGS:

Survey of School Effectiveness Summary

The school effectiveness elements below characterize the current educational practices at this school. The conclusions reached in this section regarding the contribution of each element to the quality of the program are used to determine improvements described in the following sections of the plan. Summarize the findings of the *Survey of School Effectiveness* using the following rating scale for each of the school effectiveness elements and identify areas for improvement.

1	2	3	4
This element is not developed; its contribution is definitely a barrier to our work. There is little question among staff that this element is in need of improvement.	This element has a history of mixed contribution to the overall quality of the program. While generally satisfactory, some parts can be strong while other parts are problematic	This element contributes to the overall quality of the program. While not among the strongest, it is seen as a positive factor. Improving this element would contribute to overall program improvement, but it is probably not a high priority item.	This element is <u>exceptionally strong</u> . It could be described as in a category that is “above and beyond” what would normally be expected.

School Effectiveness Elements	Average Rating
Guaranteed and Viable Curriculum	4
Challenging Goals and Effective Feedback	3
Collegiality and Professionalism	4
Student Motivation	4
Instruction	3
Classroom Curriculum Design	4
Other: Parent Involvement	3
Other: Learning center/MTSS	3

Keeping in mind quantitative data analyses (API, AYP, AMAOs, local and common assessments), target for growth the school effectiveness elements that if improved will have the greatest impact on student achievement in targeted areas:

Identify 3-5 School Effectiveness Sub-Elements for Growth	Curriculum Area(s)
Focus on Common Core Standards	ELA & Math
Continue to foster parent & community involvement.	all
Continued collaboration with grade level teams and vertical articulation.	all
Staff and students will continue with anti bullying and Second Step program. New this year was our Cool 2B Kind week.	all
Student wellness surrounding social and emotional issues.	all

Planned Improvements in Student Performance

English/Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English/Language Arts
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Reading/Language Arts. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
School Goals: Student will receive high quality education with high quality instruction. All students will show measurable growth of at least one academic year.
Data Used to Form this Goal:
i-Ready data, CAASPP, District provided summatives and benchmarks, CELDT
Findings from the Analysis of this Data:
Sundahl teachers are effective in delivering quality intensive instructions. We will continue to provide targeted intervention as needed.
How the School will Evaluate the Progress of this Goal:
Student progress and challenges will be evaluated daily and weekly at grade level/PLC meetings. Sundahl teachers will increase their use of data to identify specific needs of students through the use of Illuminate. All staff, including an intervention teacher, resource teacher and general education teacher will collaborate and start interventions as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learning Center Model Calendar Interventions (LCAP 4.1)	2016-2017 2015-2016 2014-2015 2013-2014 September - ongoing	Principal	Certificated		District Funded	
Common Core Training and Implementation LCAP 3.1	2017-2018 2016-2017 2015-2016 2014-2015 2013-2014	FCUSD	Certificated Lead Teachers		District Funded	
Lexia Core 5 Training and Implementation	2016-2017 2015-2016 2014-2015 2013-2014	FCUSD	Classified		District Funded	
Offer more intervention programs programs, Provide additional programs and support to high need students LCAP 4.1, 3.1	2016-2017 2015-2016	Principal and Staff	Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9690
				3000-3999: Employee Benefits	LCFF - Supplemental	3475
PD for CCSS	2016-2017	Monika Himmrich				

Planned Improvements in Student Performance

English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOAL: District Entry
Performance Goal 2: All limited-English-proficient students will become proficient in English and as well as become proficient or better in reading/language arts and mathematics. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student achievement and Success School Goals: High quality direct instruction in ELD and SDAIE
Data Used to Form this Goal:
District provided DPAs and benchmarks, CELDT and other local assessments.
Findings from the Analysis of this Data:
Sundahl teachers and staff are effective in delivering quality intensive instruction.
How the School will Evaluate the Progress of this Goal:
Student progress and challenges will be evaluated monthly at grade level meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration.	2016-2017 2015-2016 2014-2015 2013-2014	Principal, Teachers, RSP Teacher	Instructional Aides for direct student support and intervention	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	798
			Program monitoring & collaboration	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
				3000-3999: Employee Benefits	LCFF - Supplemental	180
Parent Outreach and school communication	2015-2016 2014-2015	Principal and Staff	Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1902
					3000-3999: Employee Benefits	LCFF - Supplemental
Offer more intervention program Provide additional programs and support to LTELS and high need students	2015-2016	Principal and Staff	Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9690
					3000-3999: Employee Benefits	LCFF - Supplemental
Extended day Interventions	2015-2016	Principal				

Planned Improvements in Student Performance

Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Mathematics. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student Achievement and Success School Goal (s): Students will receive academics with high quality instruction.
Data Used to Form this Goal:
I-Ready, benchmarks, CELDT and local assessments.
Findings from the Analysis of this Data:
Sundahl teachers are effective in delivering quality intensive instruction.
How the School will Evaluate the Progress of this Goal:
Student progress and challenges will be evaluated regularly and at monthly grade level meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learning Center Model (LCAP 4.2, 1.3)	2016-2017 2015-2016	Principal, RSP teacher	Certificated		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	2014-2015 2013-2014					
Common Core Training and Implementation	2016-2017 2015-2016 2014-2015 2013-2014	Principal	Certificated		District Funded	
Math Bowl	2016-2017 2015-2016	Principal/Classroom teacher	Classified and Certificated		District Funded	
Extended Day Intervention	2016-2017 2015-2016 2014-2015 2013-2014	Principal, Elena Cabrera	Certificated and Classified Summer School Translation/Testing/Lead Teachers		District Funded LCFF - Supplemental LCFF - Supplemental	
Offer more intervention programs Provide additional programs and support to LTELS and high need students	2016-2017 2015-2016	Principal and Staff	Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental LCFF - Supplemental	9690 3475
Continue to support PD for ENvision Math, to support small group instruction. (LCAP 3.1, 4.2)						

Planned Improvements in Student Performance

Disproportionality

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Low Income
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in all subject areas. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
Provide social/emotional support for needed students
Data Used to Form this Goal:
Office referrals teacher Input
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration.	2016-2017 2015-2016 2014-2015 2013-2014	Elena Cabrera, Principal	Instructional Aide for direct student support and interventions	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1861
			Program monitoring & collaboration	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
				3000-3999: Employee Benefits	LCFF - Supplemental	421
Parent outreach and school communication	2016-2017 2015-2016 2014-2015	Principal and Staff	Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4439
				3000-3999: Employee Benefits	LCFF - Supplemental	1482
Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities	2016-2017 2015-2016 2014-2015	Principal and Staff	Student scholarships for instructional activities	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	457
Offer more intervention programs Provide additional programs and support to LTELS and high need students	2016-2017 2015-2016	Principal and Staff	Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9690

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
			3000-3999: Employee Benefits	LCFF - Supplemental	3475

Planned Improvements in Student Performance

Science

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Science
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in the Science. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
Increase hands-on science opportunities for all students. Expose students to additional STEM lessons.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Take advantage of resources offered by new district lead teacher	2015-2016					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Look into ways of establishing a science "lab" onsite	2015-2016					

Planned Improvements in Student Performance

Counseling/SEL

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Counseling/SEL
LEA GOAL: District Entry
Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 2: Healthy, Safe, and Innovative Learning Environment School Goal (s): Healthy, Safe, and Innovative Learning Environment
Data Used to Form this Goal:
Behavior input from Power School log in entries and information from staff meetings are utilized.
Findings from the Analysis of this Data:
Sundahl has a safe and respectful school.
How the School will Evaluate the Progress of this Goal:
Regularly meet with staff to discuss behaviors at staff meeting and grade level meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continuous training is given to all staff	2013.14 2014-2015	Principal	Steps to Respect		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	2015-2016					
Hire staff to run social interventions	2013-14 2014-2015 2015-2016	Principal	Steps to Respect		General Fund	
Hold Safety Drills monthly	2013-2014 2014-2015 2015-2016	Principal and Safety Committee	School Emergency Response Plan		District Funded	
Hold Bullying Asemblies	2013-2014 2014-2015 2015-2016	Principal	Tony Borders Bullying Assembly		Parent-Teacher Association (PTA)	
Red Ribbon Week focuses on making good choices and No Bullying	2013-2014 2014-2015 2015-2016	Principal	Certificated and classified		Parent-Teacher Association (PTA)	

Planned Improvements in Student Performance

VAPA-Visual and Performing Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: VAPA-Visual and Performing Arts
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in the VAPA/Fine Arts. Performance Goal 5: All students will graduate from high school
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student Achievement and Success School Goal (s): Student Achievement and Success
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

Physical Education and Health

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Physical Education and Health			
LEA GOAL: District Entry			
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Physical Education and Health. Students will develop healthy lifestyles through physical education and health education. Performance Goal 5: All students will graduate from high school.			
LCAP GOAL: District Entry			
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)			
SCHOOL GOAL: LCAP Aligned			
District Goal 1: Student Achievement and Success School Goal (s): Student Achievement and Success			
Data Used to Form this Goal:			
Findings from the Analysis of this Data:			
How the School will Evaluate the Progress of this Goal:			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Supplemental	64,835	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	64,835.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	38,760.00
2000-2999: Classified Personnel Salaries	9,000.00
3000-3999: Employee Benefits	16,618.00
5700-5799: Transfers Of Direct Costs	457.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	38,760.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	9,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	16,618.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	457.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 – English Language Arts	13,165.00
Goal 2 – English Language Development	16,680.00
Goal 3 – Mathematics	13,165.00
Goal 4 – Disproportionality	21,825.00
Goal 5 – World Language	
Goal 6 – Science	
Goal 7 – History/Social Science	
Goal 8 – Counseling	
Goal 9 – Career and Technical Education	
Goal 10 – Fine Arts	
Goal 11 – Physical Education and Health	

Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies

The school site council (SSC) and English Language Advisory Committee (ELAC) have been provided with and discussed, the rights of parents, students, and staff about:

- The district's policies and administrative regulations for AR1313.a:
 - Uniform Complaint Procedures
 - Non-Discrimination/Sexual Harassment

School Site Council

Signature

English Learner Advisory Committee

Signature

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Monika Himmrich	X				
Mary Larick		X			
Jill Thorndyke		X			
Kimberly Walker				X	
Dena Gibbons				X	
Kathy Laharty		X			
Wendy Perez		X			
Windy Bridges				X	
Mimi Oji				X	
Danielle Anderson				X	
Gina Anderson				X	
Judy Walker					
Glenda Hartman		X			
Numbers of members of each category:	1	5	0	6	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/30/12.

Attested:

Monika Himmrich

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on ~~10/30/12~~ 9/25/2017

Attested:

Monika Himmrich
Typed Name of School Principal

Monika Himmrich
Signature of School Principal

9/27/17
Date

Dena L. Gibbons
Typed Name of SSC Chairperson

Dena L. Gibbons
Signature of SSC Chairperson

9/27/17
Date

Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies

The school site council (SSC) and English Language Advisory Committee (ELAC) have been provided with and discussed, the rights of parents, students, and staff about:

- The district's policies and administrative regulations for AR1313.a:
 - Uniform Complaint Procedures
 - Non-Discrimination/Sexual Harassment

School Site Council



Signature

English Learner Advisory Committee

Signature

**Carl Sundahl
SCHOOL SITE COUNCIL**

Agenda

September 27, 2017

- Welcome & Introductions
- What is a Site Council

New Business

- School Site Plan Presentation & Approval
- School Safety Plan Presentation & Approval
- Uniform Complaint Procedures & Unlawful Harassment of Students
- Principal Update
- Questions

**Next Meeting
February 7, 2018**

**Carl Sundahl Elementary School
SITE COUNCIL MINUTES**

September 27, 2017

Meeting called to order by Monika Himmrich at 2:45pm.

In attendance: Judy Walker, Glenda Hartman, Dena Gibbons, Windy Bridges, Jill Thorndyke, Mary Larick, Gina Anderson, Mimi Oji, Kim Walker

Site Council members introduced themselves.

Monika Himmrich described the Site Council requirements, goals and focus.

The Comprehensive School Safety Plan was presented by Monika and discussed. This plan is a state requirement and updated for the 2017-18 school year. Principal also discussed that this is just one component to our safety plan as we also use Hour Zero. Safety drills are conducted monthly. The plan was discussed and approved.

Additional safety concerns were discussed in regards to traffic in the front and back areas of school. Principal will continue to put reminders out to parents to slow down and request additional patrol from the police when possible.

The School Site Plan was presented by Monika the discussed and worked on by team. It is also available on the school website. School site demographics were discussed and well as the action plans for the site this year. Discussion was held about our ECBN meetings and MTSS times to meet individual student needs. State test scores were addressed and team analyzed site strengths and weaknesses. The plan was discussed and approved.

Uniform Complaint Procedures & Unlawful Harassment of Students: Monika explained the purpose of each one and that notifications are posted in all classrooms & front office.

Construction – update was given. Eight new classrooms are on track for completion in spring. School looks great and now focusing on small issues that remain.

Principal gave a report:

Enrichment classes starting next week 3 classes being offered: Glee, Robotics & painting

Jog-a-Thon Oct. 20th

Red Ribbon Week October 23rd – “Your future is key so stay drug free.”

Dance Show Nights Oct. 25th & 26th

The meeting was adjourned at 3:30pm.

Budget By Expenditures

Carl H. Sundahl Elementary School

Funding Source: LCFF - Supplemental

\$64,835.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	\$9,690.00		Offer more intervention programs programs,Provide additional programs and support to high need studentsLCAP 4.1, 3.1
	3000-3999: Employee Benefits	\$3,475.00		Offer more intervention programs programs,Provide additional programs and support to high need studentsLCAP 4.1, 3.1
Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	\$9,690.00		Offer more intervention programsProvide additional programs and support to LTELS and high need students
	3000-3999: Employee Benefits	\$3,475.00		Offer more intervention programsProvide additional programs and support to LTELS and high need students
Instructional Aides for direct student support and intervention	2000-2999: Classified Personnel Salaries	\$798.00		BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.Monthly program evaluation and collaboration.
	3000-3999: Employee Benefits	\$180.00		BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.Monthly program evaluation and collaboration.
Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers.3.2 Increase two-way community partnerships that support student learning.3.3 Increase the efficiency, timeliness and accessibility of district communications	2000-2999: Classified Personnel Salaries	\$1,902.00		Parent Outreach and school communication
	3000-3999: Employee Benefits	\$635.00		Parent Outreach and school communication
Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	\$9,690.00		Offer more intervention program Provide additional programs and support to LTELS and high need students
	3000-3999: Employee Benefits	\$3,475.00		Offer more intervention program Provide additional programs and support to LTELS and high need students

Carl H. Sundahl Elementary School

Instructional Aide for direct student support and interventions	2000-2999: Classified Personnel Salaries	\$1,861.00	BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.Monthly program evaluation and collaboration. BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.Monthly program evaluation and collaboration. Parent outreach and school communication
	3000-3999: Employee Benefits	\$421.00	
Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers.3.2 Increase two-way community partnerships that support student learning.3.3 Increase the efficiency, timeliness and accessibility of district communications	2000-2999: Classified Personnel Salaries	\$4,439.00	Parent outreach and school communication
	3000-3999: Employee Benefits	\$1,482.00	
Student scholarships for instructional activities	5700-5799: Transfers Of Direct Costs	\$457.00	Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities
Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	\$9,690.00	Offer more intervention programsProvide additional programs and support to LTELS and high need students
	3000-3999: Employee Benefits	\$3,475.00	Offer more intervention programsProvide additional programs and support to LTELS and high need students
LCFF - Supplemental Total Expenditures:		\$64,835.00	
LCFF - Supplemental Allocation Balance:		\$0.00	
Carl H. Sundahl Elementary School Total Expenditures:		\$64,835.00	