

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Carl Sundahl Elementary School
Address	9932 Inwood Road Folsom, CA 95630
County-District-School (CDS) Code	34673306106892
Principal	Monika Himmrich
District Name	Folsom Cordova Unified School District
SPSA Revision Date	October 2, 2018
Schoolsite Council (SSC) Approval Date	October 2, 2018
Local Board Approval Date	November 1, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Carl Sundahl fully adopts the Folsom Cordova mission statement of being committed to providing excellence in educational programs that carry high expectations for each student's achievement and success.

VISION STATEMENT

Guided by the highest expectations, Folsom Cordova Unified School District provides our students with a broad range of rigorous educational opportunities. Staff enables students to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st Century.

Students graduate with a core of knowledge and skills that become the building blocks for lifelong learning. They graduate with a positive attitude and the leadership, character, and academic skills necessary to excel in a global arena.

Families are an integral part of the educational process. In recognition of this important role, family involvement is actively sought, encouraged, and welcomed.

Business and community partnerships greatly enhance students' learning experiences and educational opportunities. Partnerships offer students opportunities to apply their learning to real-world situations.

Schools serve as community hubs, places where the community gathers to celebrate and improve learning and to enjoy art, music, sports, public speaking, drama, and other school-related activities. The use of school facilities by the community is encouraged.

School facilities are a reflection of the entire community. We provide students with the educational tools to meet the technological demands of the future and the social skills to function in a culturally diverse society.

School & 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-5 learning environment. We operate on a traditional year calendar. Our student enrollment, reported on the California Basic Educational System (CBEDS) in October 2017 was approximately 389. Our campus currently houses 15 classrooms, a Learning Center and a Student Care Center.

Due to Measure G funds, Sundahl has gone under a total modernization with the entire school being rebuilt over the last two years. The campus is brand new with beautiful new classrooms, restrooms, playgrounds, library and STEM lab.

We currently have 14 general education classes general and 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 one on one Chrome Books on campus for student use in the classrooms.

At Carl Sundahl, 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 instruction is available 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 the use of iReady, small group math instruction as well as Response to Instruction (RtI) interventions through our school wide MTSS times. 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, 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 strong school wide PBIS program utilizing The Dolphin 5 (Be Respectful, Be Responsible,

Be Safe, Be Friendly, Be Productive) standards recognizes and celebrates students' progress with such rewards 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 plans numerous activities that serve as a positive bond between home and school and provide financial support for our many programs.

Stakeholder Engagement

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

Carl Sundahl reaches out in numerous ways to obtain feedback and input for the development of our SPSA plan. Site Council meetings are held 3 times a year. At these meetings the SPSA is review and input is welcomed by our parents and community members. Stakeholder involvement is key is developing a coherent, through plan. Student achievement data, suspensions and attendance were all key topics of discussion. We also ensure that the Carl Sundahl goals and objectives align with those set out by FCUSD LCAP goals. Ongoing meetings throughout the 2018-2019 school year will be used to track and monitor our progress. These meetings include:

Weekly Staff Meetings held every Thursday for the 2018-2019 school year
August 8, 2018 Staff Professional Development Day
September 21, 2018 PTA General Meeting
October 8, 2018 Staff Professional Development day
November 13-16 2018 Parent Teacher Conferences
January 17, 2019PTA General Meeting
April 10, 2019 Open House

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.8%	%	%	3		
African American	1.8%	%	%	7		
Asian	5.0%	%	%	20		
Filipino	1.0%	%	%	4		
Hispanic/Latino	10.7%	%	%	43		
Pacific Islander	0.3%	%	%	1		
White	74.1%	%	%	297		
Multiple/No Response	6.5%	%	%	26		
Total Enrollment				401		

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	70		
Grade 1	47		
Grade 2	60		
Grade3	59		
Grade 4	68		
Grade 5	65		
Grade 6	32		
Grade 7	0		
Grade 8	0		
Grade 9	0		
Grade 10	0		
Grade 11	0		
Grade 12	0		
Total Enrollment	401		

Conclusions based on this data:

1. Based on this data, Carl Sundahl continues to have fairly consistant enrollment. The one significant change has been 6th grade moving over to the middle school. Starting in 2018 Carl Sundahl now provides K-5 instruction.

2. At Carl Sundahl we believe all students can learn and by that we focus on the mantra, "All means all." We strive to give equal focus to all students on campus.
3. Our data reflects a disproportion of white students. With that being said, we maintain a clear focus that that all students have different learning styles and it is our job to tap into those differences.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners				5.5%		
Fluent English Proficient	13			3.2%		
Reclassified Fluent English Proficient	3			21.4%		

Conclusions based on this data:

1. We have 14 designated EL students which is 4% of our population.
2. Despite our small EL population we strive to support this population on a daily basis.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	58	55	48	57	55	46	57	55	46	98.3	100	95.8
Grade 4	68	64	60	68	64	59	68	64	59	100	100	98.3
Grade 5	66	68	60	66	67	59	66	67	59	100	98.5	98.3
Grade 6	31	33	33	31	32	32	31	32	32	100	97	97
All Grades	223	220	201	222	218	196	222	218	196	99.6	99.1	97.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 3	2445.	2462.	2496.	28	32.73	58.70	30	32.73	23.91	32	29.09	17.39	11	5.45	0.00
Grade 4	2504.	2509.	2518.	34	42.19	49.15	34	28.13	27.12	18	15.63	15.25	15	14.06	8.47
Grade 5	2525.	2545.	2523.	24	28.36	27.12	33	44.78	35.59	27	20.90	23.73	15	5.97	13.56
Grade 6	2572.	2568.	2538.	35	21.88	15.63	39	56.25	40.63	16	21.88	31.25	10	0.00	12.50
All Grades	N/A	N/A	N/A	30	32.57	39.29	33	38.53	31.12	24	21.56	20.92	13	7.34	8.67

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	26	32.73	45.65	56	54.55	50.00	18	12.73	4.35	
Grade 4	35	43.75	44.07	50	46.88	49.15	15	9.38	6.78	
Grade 5	24	31.34	30.51	59	62.69	50.85	17	5.97	18.64	
Grade 6	35	21.88	25.00	61	71.88	56.25	3	6.25	18.75	
All Grades	30	33.94	37.24	56	57.34	51.02	14	8.72	11.73	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	19	30.91	52.17	61	60.00	43.48	19	9.09	4.35	
Grade 4	32	32.81	35.59	53	56.25	59.32	15	10.94	5.08	
Grade 5	27	43.28	38.98	52	49.25	47.46	21	7.46	13.56	
Grade 6	45	31.25	28.13	39	62.50	53.13	16	6.25	18.75	
All Grades	29	35.32	39.29	53	55.96	51.02	18	8.72	9.69	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	27.27	43.48	68	69.09	52.17	7	3.64	4.35
Grade 4	26	35.94	25.42	68	51.56	71.19	6	12.50	3.39
Grade 5	20	25.37	25.42	71	68.66	66.10	9	5.97	8.47
Grade 6	26	28.13	15.63	68	68.75	71.88	6	3.13	12.50
All Grades	24	29.36	28.06	69	63.76	65.31	7	6.88	6.63

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	32.73	54.35	63	56.36	45.65	12	10.91	0.00
Grade 4	32	40.63	40.68	54	51.56	52.54	13	7.81	6.78
Grade 5	36	32.84	28.81	55	62.69	52.54	9	4.48	18.64
Grade 6	52	28.13	21.88	45	68.75	68.75	3	3.13	9.38
All Grades	34	34.40	37.24	55	58.72	53.57	10	6.88	9.18

Conclusions based on this data:

1. Our students continue to perform well on the CASSP assessment. With that being said we still need to support all learners to show continued growth in ELA and math.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	58	55	48	57	55	46	57	55	46	98.3	100	95.8
Grade 4	68	64	60	68	64	59	68	64	59	100	100	98.3
Grade 5	66	68	61	66	67	60	66	67	60	100	98.5	98.4
Grade 6	31	33	33	31	32	32	31	32	32	100	97	97
All Grades	223	220	202	222	218	197	222	218	197	99.6	99.1	97.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 3	2459.	2478.	2502.	26	40.00	47.83	35	34.55	39.13	26	21.82	13.04	12	3.64	0.00
Grade 4	2513.	2502.	2514.	26	17.19	30.51	38	45.31	40.68	29	32.81	25.42	6	4.69	3.39
Grade 5	2542.	2553.	2535.	32	40.30	25.00	32	19.40	31.67	23	32.84	28.33	14	7.46	15.00
Grade 6	2564.	2566.	2568.	26	31.25	25.00	35	25.00	43.75	32	34.38	21.88	6	9.38	9.38
All Grades	N/A	N/A	N/A	28	32.11	31.98	35	31.65	38.07	27	30.28	22.84	10	5.96	7.11

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	44	56.36	73.91	46	36.36	23.91	11	7.27	2.17
Grade 4	49	35.94	52.54	35	42.19	32.20	16	21.88	15.25
Grade 5	45	47.76	43.33	30	32.84	38.33	24	19.40	18.33
Grade 6	39	43.75	43.75	42	34.38	46.88	19	21.88	9.38
All Grades	45	45.87	53.30	37	36.70	34.52	18	17.43	12.18

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	41.82	58.70	58	50.91	39.13	11	7.27	2.17
Grade 4	31	25.00	38.98	60	60.94	50.85	9	14.06	10.17
Grade 5	30	34.33	20.00	56	55.22	60.00	14	10.45	20.00
Grade 6	32	28.13	25.00	55	53.13	59.38	13	18.75	15.63
All Grades	31	32.57	35.53	58	55.50	52.28	11	11.93	12.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	39	41.82	50.00	49	49.09	47.83	12	9.09	2.17
Grade 4	34	26.56	38.98	60	57.81	45.76	6	15.63	15.25
Grade 5	18	35.82	20.00	62	58.21	56.67	20	5.97	23.33
Grade 6	26	34.38	18.75	61	53.13	65.63	13	12.50	15.63
All Grades	29	34.40	32.49	58	55.05	52.79	13	10.55	14.72

Conclusions based on this data:

1. Math will continue to be our focus for 201-19. Teachers are working on focusing on small group instruction to reinforce key concepts.
2. Math word problems and problem solving continue to be an area of need for all students.

School and Student Performance Data

CELDT Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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

Conclusions based on this data:

1. We are currently focusing on the transition from CELDT to ELPAC.
2. We utilize ELD resources as needed from our ELA Benchmark materials to support student learning.

School and Student Performance Data

CELDT Results Annual Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
1				60	***		20	***		20					
2				25	***		25	***		50	***				
3				***	***		***	***							
4	20	***		20	***		60	***							
5		25					***	75							
6					***										
Total	6	13		39	31		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 Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
K				25			25	***		50					
1				60	***		20	***		20					
2				25	***		25	***		50	***				
3		25		75	25		25	50							
4	17	***		17	***		50	***					17		
5		25					***	75							
6					***										
Total	4	16		38	26		33	53		21	5		4		

Conclusions based on this data:

1. Although a relatively small population, our second language learners will continue to receive high quality initial instruction.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. At Sundahl our attendance rate for the 2017/2018 was 97 %. This has been consistent over the past 6 years.
2. Due to our strong PBIS team on campus our suspension rate remains very low - a total of 3 suspensions for the 2017/18 school year.

School and Student Performance Data

Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:

1. Carl Sundahl has an attendance rate of 96.9% which meets the district goal. Over the past six years our attendance average has been 97%.
2. We continue to track attendance through the use of Truancy Hunter and we communicate with families who are chronically absent or tardy.
3. Parent meetings are held to address individual family attendance concerns. These meetings are held informally and formally through the SART process.

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Carl Sundahl maintained a low suspension rate for the 2017-2018 school year with a total of 3 suspensions.
2. Due to our strong PBIS team, student needs are addressed and there is a continual focus on reinforcing positive behaviors.
3. Teachers employ strong classroom management skills and there is a constant focus on de-escalation practices.

School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- English Language learners, although a relatively low population, are always an area of focus.
- As needed teachers utilized strategies from the EL materials in our ELA Benchmark series.
- Professional development focusing on best practices and high quality initial instruction are always a focus.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. We will continue to focus on high quality initial instruction for all students. Interventions are provided as needed for all students on site.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Best practices will continue to be utilized in all K-5 instruction. There will be continued focus to deeply implement the curriculum at each grade level through the use of Benchmark and Envision math.
2. Focus on high quality initial instruction provided by research bases curriculum.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

Conclusions based on this data:

1. Continued focus on strong PBIS foundation through our school wide PBIS team.
2. Carl Sundahl will work to maintain our low suspension rate.

School and Student Performance Data

Detailed Report Academic Engagement

Graduation			
Indicator	2015	2016	2017

Graduation

Conclusions based on this data:

1. High quality initial instruction with a focus on RTI and interventions when needed.
2. Support through our after school clubs and the onsite dance and art program.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Carl Sundahl strives to implement best practices with fidelity in initial high quality instruction using common core aligned curriculum.
2. Ongoing professional development is offered through district in-services and site staff meetings.

Goals, Strategies, & Proposed Expenditures

Goal 1

Statement

Curriculum and Instruction

Goal Description

Further achievement of all students. All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Basis for this Goal

State, district, and local assessments - Taking a look at Dashboard fall of 2017 -there are increases we hope to maintain.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
1.1 Credential Audit	100% appropriate credentials	Maintain 100%
1.2 Williams Act Facilities Audit	100% in good repair	Maintain 100%
1.3 Williams Act instructional Materials Audit	100% compliance	Maintain 100%

Planned Strategies/Activities

Strategy/Activity 1

Instruction and supports provided for targeted alignment and CCSS mastery.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-June 2019

Person(s) Responsible

Principal, Intervention teacher, classroom teachers & support personnel

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for PD and training

Strategy/Activity 2

PLC Institute

Students to be Served by this Strategy/Activity

All Students

Timeline

February 2019

Person(s) Responsible

Monika Himmrich

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	PD conference (travel, registration, substitutes)

Strategy/Activity 3

Scheduled PLC/Staff Meetings

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 school year

Person(s) Responsible

Admin/staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Statement

Carl Sundahl will increase parent and student engagement and provide a safe, healthy, and positive learning environment

Goal Description

Increase parent and student engagement and provide a safe, healthy, and positive learning environment.

LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

Basis for this Goal

Attendance rates, suspension rates, assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	2017/2018 96%	Maintain 96% or higher
Suspension rate	2017/2018 2 suspensions	Maintain low suspension rate
Volunteers and parent attendance	High volunteer rate	Maintain all parent engagement

Planned Strategies/Activities

Strategy/Activity 1

Parent communication in regards to importance of attendance

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal/teachers/office staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2**

Parent Outreach and school communication

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 ongoing

Person(s) Responsible

Principal and Staff

Proposed Expenditures for this Strategy/Activity**Description**

Parent Coordinator -
 2.5 Increase family engagement and parent input and the utilization of volunteers.
 2.6 Increase community partnerships that support student learning.
 2.7 Increase the efficiency, timeliness and accessibility of district communications.

Strategy/Activity 3

PBIS school wide & Second Step Curriculum

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019

Person(s) Responsible

Principal and Staff

Proposed Expenditures for this Strategy/Activity**Amount**

500

Source

LCFF - Supplemental

Budget Reference

None Specified

Description

School wide incentives

Goals, Strategies, & Proposed Expenditures

Goal 3

Statement

Cross-Curricular Content Area Instruction

Goal Description

Provide student with high quality classroom instruction and access to a broad course of study.

LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study.

3.1 Provide professional development in new adoptions and local curriculum.

3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.

3.3 Provide access to A-G, CTE, IB, AP, and STEM courses.

Basis for this Goal

State, district and local assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Professional Development	Ongoing PD during staff meetings	Increase knowledge and access to additional instructional strategies
EL Instructional strategies	Ongoing review of EL standards and use of EL adopted materials	
RTI training and implementation	ongoing review of academic data	Increase in student assessment scores

Planned Strategies/Activities

Strategy/Activity 1

5th grade science camp at Nature Bridge

Students to be Served by this Strategy/Activity

5th grade students

Timeline

November 2018

Person(s) Responsible

Principal, 5th grade teachers

Proposed Expenditures for this Strategy/Activity

Amount	350
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Planning of trip

Strategy/Activity 2

Development of Lab - for STEM & Art activities

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF - Supplemental
Description	Certificated

Strategy/Activity 3

Math Bowl

Students to be Served by this Strategy/Activity

4th & 5th grade students

Timeline

2018-2019

Person(s) Responsible

Principal/Classroom teacher

Proposed Expenditures for this Strategy/Activity

Description	Classified and Certificated
-------------	-----------------------------

Strategy/Activity 4

MTSS

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal & Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Principal and Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Statement

Data tracking and Assessment

Goal Description

Student progress and educational outcomes will be monitored for success using assessment results.

LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results.

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Basis for this Goal

State and local assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASP ELA 7 Math	2017-2018 data	increase levels of meeting/exceeding standards
iReady ELA 7 Math	2017-2018 data	increase student growth targets
ELPAC	2018-2018 data	Increase RFEP reclassifications
SIPPS	2017-2018 data	students will complete SIPPS with mastery by 2nd grade

Planned Strategies/Activities

Strategy/Activity 1

Every Child By Name Meetings

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal/staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	release time for collaboration

Strategy/Activity 2

Intervention Teacher

Students to be Served by this Strategy/Activity

All students as needed

Timeline

2018-2019

Person(s) Responsible

Principal and Staff

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provides targeted interventions to identified students
Amount	1482
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

School Goals: Student will receive high quality education with high quality instruction. All students will show measurable growth of at least one academic year.

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Certificated District Funded	
		Certificated Lead Teachers District Funded	
		Classified District Funded	
		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	

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

District Goal 1: Student achievement and Success
 School Goals: High quality direct instruction in ELD and SDAIE

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration.		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		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	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3000-3999: Employee Benefits LCFF - Supplemental 635	
Offer more intervention program Provide additional programs and support to LTELS and high need students		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	
Extended day Interventions			

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Continue to support PD for ENvision Math, to support mall group instruction. (LCAP 3.1, 4.2)

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Provide social/emotional support for needed students

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration.</p>		<p>Instructional Aide for direct student support and interventions 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1861</p> <p>Program monitoring & collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental</p> <p>3000-3999: Employee Benefits LCFF - Supplemental 421</p>	
<p>Parent outreach and school communication</p>		<p>Parent Coordinator -</p> <p>3.1 Increase family engagement and parent input and the utilization of volunteers.</p> <p>3.2 Increase two-way community partnerships that support student learning.</p> <p>3.3 Increase the efficiency, timeliness and accessibility of district communications</p> <p>2000-2999: Classified Personnel Salaries LCFF - Supplemental 4439</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3000-3999: Employee Benefits LCFF - Supplemental 1482	
Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities		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		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	

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	64,835	40,503.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	24,332.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,350.00
3000-3999: Employee Benefits	1,482.00
None Specified	10,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Supplemental	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,350.00
3000-3999: Employee Benefits	LCFF - Supplemental	1,482.00
None Specified	LCFF - Supplemental	10,500.00

Expenditures by Goal

Goal Number	Amount
Goal 1	17,000.00
Goal 2	500.00
Goal 3	3,350.00
Goal 4	3,482.00

School Site Council Membership

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

- 1 School Principal
- 5 Classroom Teachers
- 0 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Monika Himmrich	Principal
Mary Larick	Classroom Teacher
Jill Thorndyke	Classroom Teacher
Layla Fassler	Parent or Community Member
Karoline Brandt-Gourdin	Parent or Community Member
Kathy Laharty	Classroom Teacher
Wendy Perez	Classroom Teacher
Windy Bridges	Parent or Community Member
Leanne Goldman	Parent or Community Member
Glenda Hartman	Classroom Teacher
Open	Parent or Community Member
Open	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/2/18.

Attested:

Principal, Monika Himmrich on 10/2/18

SSC Chairperson, Karoline Brandt-Gourdin on 10/2/18

Carl Sundahl
School Site Council
Agenda
October 2, 2018

- Welcome & Introductions
- What is a Site Council

New Business

- School Site Plan & Approval
- School Safety Plan & Approval
- Uniform Complaint Procedure & Unlawful Harassment of Students
- Every Child By name Meetings
- Enrichment
- Principal Updates
- Questions

Next meeting

January 15, 2019

Recommendations and Assurances

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Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/2/18.

Attested:

Principal, Monika Himmrich on

Karolina Branett-Gourelis Parent
Mr. H. Godwin Parent

Carl Sundahl Elementary



Site Council Meeting

Tuesday, October 2, 2018

Minutes

Meeting called to order by Monika Himmrich at 2:50.

Introductions were made.

Monika gave out copies of the Uniform Complaint Procedure & explained. She also discussed Unlawful Harassment of Students. She explained that at almost all times complaints can be handled at the school site level. She encouraged parents to come talk to her with concerns.

Comprehensive School Safety plan was presented by Monika and discussed. Each section in the binder was highlighted. Binder was passed around for all members to view.

School Site Plan was presented by Monika and discussed. Main focus was on 4 goals. Description of each goal was read and basis for this goal was discussed. Council input to these four goals was taken.

Motion was made by Glenda Hartman to approve the School Site Plan and the Comprehensive School Safety Plan. There was a second by Karoline Brandt-Gourdin. Both plans were approved.

Every Child By name Meetings were explained and discussed. There are currently 6 students at Sundahl on our "watch" list.

Input was given that communication can always be improved. The suggestion was to put up more posters on campus, Wednesday folders were also discussed as well as the possibility of having a "New Family" night to explain school events to new families coming to Sundahl.

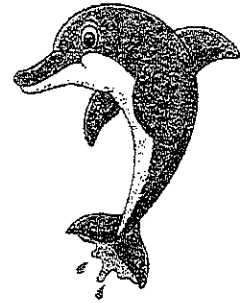
We are currently offering 5 afterschool enrichment options for our students after school. A big thank you to Caroline was given for organizing these activities.

Parent question came up asking for more understanding in regards to Accelerator Reader points. Teachers gave input that each teacher gives time to take the quizzes throughout the day. Teacher also explained that students need time to catch on to the system, but that point levels have been established for each grade level.

Principal update was given by Monika- Explained that the school year is off to a great start.

Meeting was adjourned at 3:45pm

Carl Sundahl Elementary



Site Council Meeting

October 2, 2018

Name	Signature
Jill Thorndyke	Jill Thorndyke
Wendy Perez	Wendy Perez
Karoline Brandt-Gardlin	Karoline Brandt-Gardlin
Mary Larick	Mary Larick
Leanne H. Goldman	Leanne H. Goldman
Glenda Hartman	Glenda Hartman
Marika Humrich	Marika Humrich