School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sundance Elementary	33-66993-0101006	April 19, 2021	May 25, 2021

Purpose and Description

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

Schoolwide Program

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

The Single Plan for Students Achievement (SPSA) identifies and addresses the instructional and social-emotional needs of students using a data-driven approach. Goals are identified and revisited throughout the year. All stakeholders have opportunities to provide input and analyze data to determine if goals are being met or need to be adjusted. Stakeholders are often reminded that the Every Student Succeeds Act (ESSA) purpose is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Goals are determined based on the needs of the school, state priorities and federal funding and other local programs. Stakeholder involvement is key as we strive to build a shared commitment between home, school and the community in order to best educate our students and produce positive student outcomes.

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).

Thought Exchange and Parent Square surveys were sent via Parent Square to solicit parent input. Each year, 5th grade students are asked to take the CA Healthy Kids statewide survey that measures resiliency, protective factors, and risk behaviors. Parents are asked for their input during every School Site Council (SSC), PTA and English Learner Acquisition Committee (ELAC) meeting. The principal solicits input from staff regularly through surveys and discussion. The information is used to make school-wide decisions.

Classroom Observations

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

Classroom observations occur on an ongoing basis by the principal and assistant principal. A walk-through tool (Progress Adviser) is used to collect data and provide feedback. Peer observations also take place at Sundance where teachers share their expertise, strategies, and ideas with each other. Every year, formal observations are conducted with tenured and non-tenured teachers on an evaluation cycle. Teachers are formally observed between 1-3 times per year with informal observations throughout the year. Sundance teachers are accustomed to having visitors walk through their classrooms to show off student learning. It is part of our culture.

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

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

The results from the annual Smarter Balanced (SBAC) assessment, taken each Spring, are used in grades 3-5 to determine the need for academic support. The Aeries student information system enables us to collect English Language Arts (ELA) and math assessment data. Diagnostic assessment data comes from iReady for both ELA and math. Other assessments include iReady standards mastery, Accelerated Reader progress monitoring reports, performance tasks, English Language Proficiency Assessments for California (ELPAC), running records, ESGI, fluency assessments and chapter/weekly/unit curriculum embedded assessments. The results of these assessments are used to adjust instructional delivery and assist with student placement in differentiated groups and to evaluate the success of curriculum, instructional strategies, and programs. The California State Content Standards are the basis for all academic instruction.

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

Data is collected regularly as grade levels follow a predetermined assessment calendar. Needs are identified and addressed through our grade level Universal Access (UA) groups. Depending on the outcome of data analysis discussions on early release days, decisions are made to determine what support may be necessary for identified students: UA group placement, Reading Lab (grades K-2), Educational Monitoring Team (EMT), Specialized Academic Instruction (SAI) support, English Language (EL) program assistance, 504, or ELA/Math Academy. After each i-Ready diagnostic, individual student scores, grade level, and school-wide scores are analyzed to measure growth over time. The final analysis occurs when the individual student, grade level, and school's common assessments are compared to prior years and goals have been achieved. Goals are set by grade level, by classroom, and by individual students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff at Sundance Elementary are fully credentialed with certification to teach English learners. Beaumont Unified School District (BUSD) seeks to employ highly qualified teachers for teaching position vacancies. Teachers are screened to determine if they are qualified based on the possession of the appropriate, current, and valid credential, coupled with checking their application file to determine if they are able to demonstrate core subject competence.

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

The District's Instructional Support Services (ISS) department guides all teachers in Professional Development (PD). The Curriculum Review Team (CRT) meets regularly to determine district-wide assessment plans aligned with current PD. PD topics include Google, technology tools, Wonders, i-Ready, Aeries, and Zearn. Teachers new to the profession are assigned a Center for Teacher Innovation (CTI) mentor by the District for the two year program. Each classroom is a "21st Century Classroom" and is equipped with a technology teaching station that includes multimedia projectors, Promethean Boards, and document cameras. Two days within the school year are designed to provide districtwide professional development opportunities to all staff. Instructional Rounds occur at the site level with support from District personnel.

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

Curriculum for the Common Core State Standards was adopted with input from classroom teachers in the area of ELA during the 2017-2018 school year. Staff continued to utilize the District adopted Wonders curriculum for ELA. For math, the district adopted Zearn online program is used. In the Beaumont Unified School District, training aligned with our instructional goals is a priority. Our Instructional Coaches provide ongoing training sessions for our site leadership and grade level teams. A district-wide staff development day is provided to staff twice a year that aligns with our current instructional practices. Newly hired teachers receive training for implementing math and ELA. Through the support of our district instructional coaches, training is provided in Data Analysis, Action Plan development, and 21st Century Classroom Technology. During virtual learning, coaches provided PD on several topics related to virtual instruction and learning.

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

District Instructional Coaches are provided for teacher instructional support in math, ELA, science and technology. At Sundance Elementary, in grade level teams, all teachers work collaboratively and are given the support they need from their colleagues as well as administration. Every team is led by a Grade Level Coordinator (GLC) who provides assistance for the team. The Technology Coach, EL Coordinators, CRT Team, and EMT Coordinator also play leadership roles at our site and provide assistance when needed. Our philosophy is, "Lead From Where You Are." Some teachers also observe best practices at other elementary sites. New teachers receive CTI mentoring for two full years from Certified CTI Mentors. Ongoing professional development is provided using skilled District personnel and outside consultants. Regular walk-throughs (learning walks) and coaching is provided to maintain an ongoing focus on student achievement. Individual data chats with teachers are conducted by administration to discuss best practices, individual classroom data and action plans.

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

Early release Wednesdays are provided throughout the year. Teachers are provided 70 minutes of collaboration time each week to review the results of common assessments, plan instruction, and evaluate the instructional program. During the grade level team meetings, individual classroom data and common assessment data is shared and reviewed. A 6-8 week action plan is developed as a result of the strategies identified in the meeting. This plan serves as evidence of the systemic changes that will take place until the next review. Some Wednesdays are used for staff development to review best practices related to our school or District goals.

Teaching and Learning

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

All curriculum is aligned to the CA State Standards. McGraw Hill Wonders is the District's ELA adopted curriculum. Zearn is the adopted math curriculum. Mystery Science is used to teach the Next Generation Science Standards (NGSS). All curriculum includes online components to promote a 21st Century learning environment. Go Guardian is a software used by teachers to monitor online use and provide feedback and support while learning in a digital environment.

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

Even though the CA ELA and math content frameworks don't specify the number of instructional minutes per subject, our District has the expectation that in full day kindergarten, and grades 1-3, ELA instruction occurs 2.5 hours a day and math instruction is for 60-90 minutes a day. Transitional kindergarten (TK) instructional time is more flexible.

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

Teachers use the District Pacing Guides and assessment guides for ELA and math to guide their instruction. After analyzing student performance, these pacing guides are reviewed annually by teachers in each grade level/subject area to adjust instruction to meet student needs. Suggestions are submitted from grade levels through CRT meetings. Site calendars are also considered as each school has unique needs in areas of special education, intervention and universal access.

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

All students have access to standards-based materials in ELA and math. In addition to our ELA and math curriculum, elementary students have access to multiple software programs (i.e. Xtra Math, Reflex Math, iReady, ZEARN, Accelerated Reader, ST Math, RAZ kids and WeVideo.) All students are provided a Chromebook at school to access online programs. Go Guardian is used by classroom teachers to monitor the proper use of these devices.

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

We utilize McGraw Hill Wonders curriculum for ELA with integrated social studies lessons and NGSS science standards using Mystery Science. Zearn is used for math instruction. Intervention materials are included in the adopted curriculum. Support and intervention curriculum is provided to identified students through UA time. A tier two intervention teacher supports students in kindergarten through third grade with foundational reading skills using the Read Naturally and Read Live reading program. Incredible Minds is an after school optional program for students in grades 3-5 with identified needs in ELA and/or math.

Opportunity and Equal Educational Access

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

All students are grouped for UA time during ELA for instruction at their level based on the most current assessment data. Academies may be held before or after school for some student groups. Parent/community volunteers work with students on a regular basis. Our Title 1 aide, SAI aides, and EL aides assist students daily. EMT's are held each trimester to discuss present levels of performance and possible strategies to assist the underperforming student. A tier 2 intervention teacher supports students with foundational reading skills in grade kindergarten through second using research based, early literacy programs.

Evidence-based educational practices to raise student achievement

Our staff uses the research-based instructional practices provided in the ELA and math framework. Our coaches provide professional development on reading and math strategies that come directly from the ELA and math content frameworks. We embrace the use of AVID strategies to promote student achievement. Additionally, the SAI learning program is established to enhance the welfare of special education students by more fully meeting the intent of the federal and state mandates supporting the "least restrictive environment" and academic and social goals. The SAI program offers flexible scheduling in and out of general education classrooms. A speech and language pathologist assists students identified as needing speech support to help them better access core curriculum as they work on meeting IEP goals. Designated English language Development (ELD) strategies are implemented for 30 minutes daily. Integrated ELD strategies are integrated across all subjects to support English learners.

Parental Engagement

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

Before the COVID-19 shutdown, parents were encouraged to participate in our volunteer program as well as family-centered events throughout the year. We have an active PTA who works hard to promote parental involvement through their contests, our website, Parent Square messages, and Facebook. An EMT, Tier 2 counseling, Behavior Support Plan meetings, and small group intervention are offered to assist underachieving students who qualify based on need. Teachers communicate with families using Parent Square. The After School Safety and Education (ASES) program and the Boys & Girls Club are on site daily each school day for students enrolled in the programs. The Beaumont USD Parent Academy Program offers courses for parents and students. Courses include Parenting, English Development Classes, and other training addressing current trends in learning and education.

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)

Parents/community members, classroom teachers, students, and other school personnel are essential participants in the School Site Council (SSC). Each Fall, the teachers elect their representatives to the Council. The Council reviews, monitors, and approves the Single Plan for Student Achievement (SPSA). Parents serve an integral role in the SSC and the development and review of the SPSA and school programs. In accordance with the SSC bylaws, parents are selected by ballot by their peers and serve a two year term.

Funding

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

A part-time instructional aide is utilized to provide early intervention to our youngest students in meeting grade level proficiency. LCFF funds provide extended learning opportunities for students to participate in academies after school. In addition, substitutes are provided so teachers can conduct EMT meetings during the school day to collaborate regarding student achievement and strategies for improvement. Planning days are also provided two times per year for grade levels to plan and discuss best practices.

Fiscal support (EPC)

Our instructional program is supported by state and federal funds: Title 1, Tier III Discretionary, Supplemental/Concentration, Library, ADA Incentive/Achievement, Health, and Donations. the district supports the efforts to improve the instructional program at Sundance Elementary School by providing technical support through the Assessment and Accountability Department, Instructional Coaches, and technology tools such as Aeries, 1:1 Chromebook initiative, and additional funds for technology and researched-based web-based learning. Support for traditional resources (materials & supplies) is also provided.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

All stakeholders were consulted as part of the planning process for this SPSA/Annual Review and Update. Stakeholders included staff, parents, students and the community. Staff meetings were held throughout the year to review site goals and data. Data chats with each individual teacher took place throughout the year. Grade level teams analyzed data together to create action plans/goals to

address the needs of students. SSC met to discuss school goals, analyze school data and create new goals. Five SSC meetings took place throughout the 2020-2021 school year. Goals were also reviewed and discussed during ELAC meetings throughout the year. Parents were given an opportunity to review data, ask questions and provide input. Thought Exchange surveys were sent to parents to solicit input about overall needs as well. The Principal and Assistant Principal attended District leadership days during the year with topics including data analysis of District and school-wide data. Administrator collaboration helped calibrate how to involve all stakeholders across the District.

SSC Election Dates and Results:
Election information was sent home on August 31, 2020, through Parent Square. Parents had the opportunity to vote online using the form option in Parent Square. Ballots were counted and the following members were invited to serve on the school site council for the 2020-21 school year: Ann-Marie Farias (Principal), Marie Ferguson (teacher), Debbie Gray (teacher), Erin Crabtree (teacher), Daryl Randall (teacher alternate), Amber McClure (support staff), Tania Gomez (parent), Halle Wynn (parent), Leah Saludares (parent), Jonna Windham (parent alternate) and Josetta Ollie (parent alternate).

SSC Meeting Dates and Topics:
9/28/20 - Introduction to the roles and responsibilities of the SSC. Discussed facilities needs and elected positions (Chairperson, vice chairperson and secretary)
10/26/19 - The counselor presented a description of his responsibilities at Sundance. An overview of the LCAP was provided by our District LCAP coordinator.
2/1/21 - SAAP process reviewed. The council had an opportunity to review and approve the School Safety Plan
3/1/21 - Review of hybrid schedule and safety guidelines for our return to in-person school
4/19/21 - Review and approval of the school goals, school plan, including input for budget expenditures.

ELAC Meeting Dates and Topics:
9/22/20 - Introduced and summarized the EL program at Sundance
11/10/20 - Attendance and SAAP process
2/1/21 - Selected EL students attended and gave parents an opportunity to interview them about the EL program.
4/19/21 - The 2020-21 budget was reviewed. The ELAC group had an opportunity to provide input for future goals and services.

PTA Association Meeting:
10-14-20
11-16-20
4/21/21

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

While Chromebooks are provided to every student during the instructional day, many students did not have access to the internet during virtual learning. This could be a disadvantage as learning was provided online this school year using online resources. Hot Spots were provided to our neediest students. Students of working parents were sometimes at a disadvantage as they typically had less support during the virtual instructional day. Through our needs assessment, it was also identified that English Learners perform lower than English proficient students in ELA and Math. To address this inequity, bilingual instructional aides work with this student group using research based strategies to improve their academic needs. However, during virtual learning, the language barrier became more of a disadvantage for our English learners.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.49%	0.13%	0.3%	4	1	2
African American	9.61%	9.68%	8.5%	78	73	62
Asian	3.33%	3.05%	3.4%	27	23	25
Filipino	1.97%	1.72%	1.6%	16	13	12
Hispanic/Latino	53.57%	53.45%	54.3%	435	403	396
Pacific Islander	0.49%	0.53%	0.4%	4	4	3
White	28.08%	28.25%	26.9%	228	213	196
Multiple/No Response	%	0%	4.1%		24	30
			Total Enrollment	812	754	730

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	130	129	101
Grade 1	127	103	111
Grade 2	124	127	111
Grade3	137	128	130
Grade 4	138	131	135
Grade 5	156	136	142
Total Enrollment	812	754	730

Conclusions based on this data:

1. While our total enrollment changed slightly, the distribution of enrollment by student group did not change drastically.

2. Goals set from year to year should not be affected by enrollment by student group percentages have remained similar for the past three years.

3. Slight changes to enrollment could have been related to the opening of a new elementary school in the same neighborhood and boundary changes as a district. New housing developments have increased enrollment mid-year and will continue to do so next year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	88	59	54	10.8%	7.8%	7.4%
Fluent English Proficient (FEP)	26	28	23	3.2%	3.7%	3.2%
Reclassified Fluent English Proficient (RFEP)	10	23	2	9.3%	26.1%	3.4%

Conclusions based on this data:

1. The percentage of English learners has declined throughout the last three years, but this group needs continued support to maintain progress. Designated ELD time is set school-wide.

2. Current strategies for English learners continue to be effective as shown by reclassification numbers. Step Up to Writing strategies contribute to EL progress in the area of writing.

3. Designated and integrated ELD strategies should be revisited as a staff often as even reclasssified students are monitored for three years following their reclassification status.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	159	138	141	159	138	141	159	138	141	100	100	100
Grade 4	144	163	136	143	163	136	143	163	136	99.3	100	100
Grade 5	135	148	156	135	147	156	135	147	156	100	99.3	100
All Grades	438	449	433	437	448	433	437	448	433	99.8	99.8	100

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2427.	2438.	2425.	25.16	28.26	29.79	22.64	26.09	17.73	27.04	26.09	25.53	25.16	19.57	26.95
Grade 4	2488.	2467.	2494.	34.97	22.70	33.09	24.48	31.29	25.74	16.78	19.63	22.06	23.78	26.38	19.12
Grade 5	2503.	2520.	2509.	23.70	28.57	22.44	30.37	31.97	32.69	20.00	16.33	19.87	25.93	23.13	25.00
All Grades	N/A	N/A	N/A	27.92	26.34	28.18	25.63	29.91	25.64	21.51	20.54	22.40	24.94	23.21	23.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.79	29.71	28.37	41.51	41.30	41.13	32.70	28.99	30.50
Grade 4	32.17	22.09	32.35	44.76	53.37	50.00	23.08	24.54	17.65
Grade 5	22.22	29.93	28.85	54.81	47.62	48.08	22.96	22.45	23.08
All Grades	26.77	27.01	29.79	46.68	47.77	46.42	26.54	25.22	23.79

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.24	24.64	19.15	55.35	49.28	51.06	26.42	26.09	29.79
Grade 4	35.66	20.86	22.79	41.96	50.92	56.62	22.38	28.22	20.59
Grade 5	31.85	34.01	25.64	40.74	46.26	47.44	27.41	19.73	26.92
All Grades	28.15	26.34	22.63	46.45	48.88	51.50	25.40	24.78	25.87

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	21.38	25.36	21.99	61.64	62.32	65.96	16.98	12.32	12.06
Grade 4	28.67	20.25	28.68	51.75	66.26	60.29	19.58	13.50	11.03
Grade 5	21.48	23.13	20.51	61.48	61.90	63.46	17.04	14.97	16.03
All Grades	23.80	22.77	23.56	58.35	63.62	63.28	17.85	13.62	13.16

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	23.90	26.09	26.95	56.60	60.14	44.68	19.50	13.77	28.37
Grade 4	34.27	27.61	28.68	43.36	55.21	54.41	22.38	17.18	16.91
Grade 5	28.15	33.33	30.77	42.96	46.26	47.44	28.89	20.41	21.79
All Grades	28.60	29.02	28.87	48.05	53.79	48.73	23.34	17.19	22.40

Conclusions based on this data:

1. In grade 3, 70% of students scored at, near, or above standard in Reading. This grade level highly emphasized the AR program. Each teacher kept close, accurate records on books read and quizzes taken. Incentives (necklaces with charms) were given and reading assemblies were held at this grade level. i-Ready reading was used weekly to assist students at their ability level. Diagnostic assessments throughout the year helped teachers identify strengths and weaknesses.

2. In grade 4, 80% of students scored at, near, or above standard in Writing. There is a strong emphasis on the Writing Process at this grade level. They focused extensively on opinions/arguments, informative/explanatory, and narrative writing. i-Ready reading was used weekly to assist students at their ability level. Diagnostic assessments and i-Ready standards mastery assessments were used to help teachers identify strengths and weaknesses in the area of ELA.

3. In grade 5, 78% of students scored at, near, or above standard in Research/Inquiry. Students at this grade level investigated, analyzed, and presented information on a regular basis throughout the year. AVID strategies were used systematically in all classrooms. i-Ready online usage, Google form data, diagnostics and standard mastery assessments helped teachers identify strengths and weaknesses in their classrooms.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	158	138	141	157	138	141	157	138	141	99.4	100	100
Grade 4	145	163	136	144	163	136	144	163	136	99.3	100	100
Grade 5	135	148	156	135	147	156	135	147	156	100	99.3	100
All Grades	438	449	433	436	448	433	436	448	433	99.5	99.8	100

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2443.	2451.	2432.	22.93	26.81	23.40	28.66	34.06	24.82	28.66	18.84	24.82	19.75	20.29	26.95
Grade 4	2489.	2465.	2491.	25.69	14.72	27.21	29.17	23.93	25.74	26.39	34.97	27.94	18.75	26.38	19.12
Grade 5	2484.	2518.	2495.	14.07	27.21	18.59	17.78	23.13	16.03	28.15	23.81	29.49	40.00	25.85	35.90
All Grades	N/A	N/A	N/A	21.10	22.54	22.86	25.46	26.79	21.94	27.75	26.34	27.48	25.69	24.33	27.71

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.31	45.65	31.21	39.49	28.99	33.33	24.20	25.36	35.46
Grade 4	38.89	21.47	37.50	29.17	39.26	32.35	31.94	39.26	30.15
Grade 5	22.22	32.65	25.64	28.15	34.69	27.56	49.63	32.65	46.79
All Grades	32.80	32.59	31.18	32.57	34.60	30.95	34.63	32.81	37.88

Grade Level	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.30	34.78	27.66	47.77	44.20	43.26	22.93	21.01	29.08
Grade 4	31.94	22.09	25.74	43.75	47.85	49.26	24.31	30.06	25.00
Grade 5	15.56	28.57	17.95	40.00	42.18	44.87	44.44	29.25	37.18
All Grades	25.92	28.13	23.56	44.04	44.87	45.73	30.05	27.01	30.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	28.66	39.13	32.62	50.32	46.38	46.10	21.02	14.49	21.28
Grade 4	29.17	23.93	30.88	47.22	42.94	42.65	23.61	33.13	26.47
Grade 5	11.85	22.45	16.03	45.19	49.66	51.92	42.96	27.89	32.05
All Grades	23.62	28.13	26.10	47.71	46.21	47.11	28.67	25.67	26.79

Conclusions based on this data:

1. In grade 3, 85% of students scored at, near, or above standard in Communicating Reasoning. This group of students has been demonstrating their ability to support mathematical conclusions since kindergarten. This grade level collaborates often about math instruction.

2. In grade 4, 67% of students scored at, near, or above standard in Concepts and Procedures. The entire grade level focused on Engage New York lessons which created consistency within the grade level. All classes incorporated Zearn and math chats to support the Engage New York instruction. They also completed fluency testing for multiplication facts on a weekly basis throughout the year.

3. In grade 5, only 50.34% of students met or exceeded the standard overall in math. After using only Engage New York, teachers felt their students weren't adequately prepared for the questions that were asked on the 5th grade math assessment. Standards Mastery, Zearn and iReady lessons will be more strategically used next year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1477.3	*	1484.5	*	1460.2	*	17	6
Grade 1	1475.3	*	1482.3	*	1467.5	*	11	9
Grade 2	1495.5	*	1491.9	*	1498.6	*	17	8
Grade 3	1493.5	1477.1	1485.5	1471.3	1501.0	1482.3	13	16
Grade 4	1519.3	1523.0	1515.8	1513.7	1522.3	1531.7	25	11
Grade 5	1518.5	1521.9	1502.3	1510.1	1534.3	1533.1	11	14
All Grades							94	64

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	82.35	*	*	*		*		*	17	*
1	*	*	*	*	*	*	*	*	11	*
2	*	*	*	*	*	*		*	17	*
3		6.25	*	31.25	*	37.50	*	25.00	13	16
4	*	18.18	*	63.64	*	18.18	*	0.00	25	11
5	*	21.43	*	35.71		35.71	*	7.14	11	14
All Grades	41.49	12.50	40.43	46.88	*	31.25	*	9.38	94	64

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	88.24	*	*	*		*		*	17	*
1	*	*	*	*	*	*		*	11	*
2	70.59	*	*	*		*		*	17	*
3	*	6.25	*	56.25	*	25.00	*	12.50	13	16
4	52.00	45.45	*	36.36		18.18	*	0.00	25	11
5	*	42.86	*	28.57		21.43	*	7.14	11	14
All Grades	57.45	29.69	31.91	45.31	*	18.75	*	6.25	94	64

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	17	*
1	*	*	*	*	*	*	*	*	11	*
2	*	*	*	*	*	*	*	*	17	*
3		6.25	*	18.75	*	43.75	*	31.25	13	16
4	*	0.00	52.00	54.55	*	45.45	*	0.00	25	11
5	*	7.14	*	28.57		57.14	*	7.14	11	14
All Grades	26.60	4.69	41.49	29.69	21.28	51.56	*	14.06	94	64

Listening Domain Percentage of Students by Domain Performance Level for All Students										
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students			
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19		
K	94.12	*	*	*		*	17	*		
1	*	*	*	*		*	11	*		
2	70.59	*	*	*		*	17	*		
3	*	18.75	*	68.75		12.50	13	16		
4	52.00	45.45	44.00	54.55	*	0.00	25	11		
5	*	14.29	*	71.43	*	14.29	11	14		
All Grades	63.83	34.38	34.04	57.81	*	7.81	94	64		

Speaking Domain Percentage of Students by Domain Performance Level for All Students										
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students			
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19		
K	70.59	*	*	*		*	17	*		
1	*	*	*	*		*	11	*		
2	64.71	*	*	*		*	17	*		
3	*	18.75	*	56.25	*	25.00	13	16		
4	64.00	18.18	*	72.73	*	9.09	25	11		
5	*	57.14	*	28.57	*	14.29	11	14		
All Grades	56.38	29.69	35.11	56.25	*	14.06	94	64		

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	17	*
1	*	*	*	*	*	*	11	*
2	*	*	*	*	*	*	17	*
3		6.25	*	37.50	*	56.25	13	16
4	*	0.00	72.00	72.73	*	27.27	25	11
5	*	7.14	*	64.29	*	28.57	11	14
All Grades	27.66	7.81	54.26	59.38	18.09	32.81	94	64

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	70.59	*	*	*	*	*	17	*
1	*	*	*	*	*	*	11	*
2	*	*	64.71	*		*	17	*
3	*	12.50	92.31	68.75		18.75	13	16
4	*	27.27	60.00	72.73	*	0.00	25	11
5	*	21.43	*	71.43	*	7.14	11	14
All Grades	36.17	14.06	57.45	73.44	*	12.50	94	64

Conclusions based on this data:

1. The criteria for reclassification is rigorous. The need for intensive and purposeful English Language Development (ELD) instruction daily is necessary to help students perform well on the ELPAC. Integrated and designated ELD will support student needs.

2. EL students should receive ELPAC preparation in order to help them progress toward reclassification before middle school. It is also important to inform parents and teachers of the components of the test, areas to be assessed and the format presented to students. ELAC meetings will include these topics on the agenda.

3. Most kindergartners are scoring in the well developed range, which means they may have been close to initially fluent and will benefit from early intensive ELD in order to work toward reclassification. parents will be encouraged to attend ELAC to be informed about the EL program.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
754	**56.6**	**7.8**	**1.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	59	7.8
Foster Youth	11	1.5
Socioeconomically Disadvantaged	427	56.6
Students with Disabilities	106	14.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	73	9.7
American Indian	1	0.1
Asian	23	3.1
Filipino	13	1.7
Hispanic	403	53.4
Two or More Races	24	3.2
Pacific Islander	4	0.5
White	213	28.2

Conclusions based on this data:

1. While our English learner population is low, it is very important to address the needs of these students on a daily basis to help them succeed. Integrated and designated ELD strategies are taught daily. Even reclassified students benefit as we monitor their progress for an additional three years using ELLEvation software.

2. Socioeconomically disadvantaged students may need additional support outside of the school day, including nutrition, to help them make progress. Incredible Minds and after school academies are made available to this

student group. An Intervention teacher works with small groups to address early literacy needs with students in grades K-3.

3. Students with disabilities at Sundance Elementary receive services in and out of the classroom. This model may be detrimental as they are sometimes missing core instruction. To best meet student needs, the structure of the SAI and SDC services are flexible. Students in our SDC programs are given the opportunity to mainstream, as needed according to IEP documents. SDC students are rostered to a general education teacher and receive appropriate intervention as written in IEP documents.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Yellow		

Conclusions based on this data:

1. Overall, our academic success can be attributed to the strong collaborative culture on our campus. Teachers work well together to discuss best practice, analyze data and make data based decisions. Staff also communicates regularly with parents to insure they understand the importance of good attendance. This is done through formal Student Attendance Review Team (SART) meetings as well as informal messages between teachers and parents.

2. It continues to be a struggle to decrease chronic absenteeism. Additional incentives for positive attendance and fewer absences may help in the future. The counselor has supported students to focus on attendance in a small group. Parent Square messages have been sent out to address the importance of attendance school-wide.

3. The challenging behaviors from our foster youth, specifically, makes it difficult to maintain a better suspension rate. Alternatives to suspension will be considered in the future. Our PBIS aide will continue to provide support.

School and Student Performance Data

Academic Performance
English Language Arts
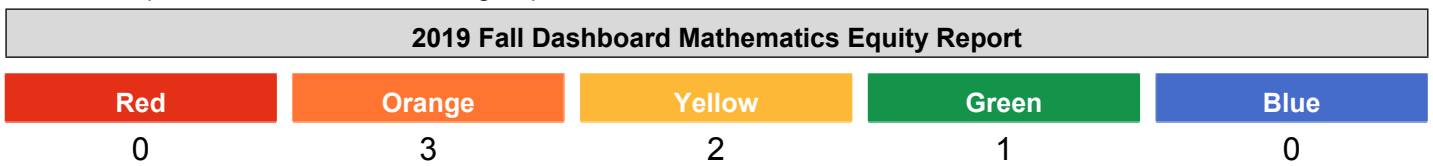
The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
8.6 points above standard	14.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.1 points	Increased ++3 points	
418	75	7
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	14.6 points below standard	54.7 points below standard
	Increased ++3.2 points	Increased Significantly ++26 points
2	247	65

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
33.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	75.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.1 points	2	Increased Significantly ++41.5 points	7
38		15	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
2.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	19 points above standard
Increased ++5.6 points	6	2	Declined -9.6 points
229			118

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
78.9 points below standard	51.9 points above standard	13.6 points above standard
Declined Significantly -19.9 points	Increased ++14.6 points	Maintained -1.1 points
38	37	342

Conclusions based on this data:

1. English learners increased performance due to increased focus during ELD instruction. ELD is a priority and teachers are using strategies during integrated and designated ELD instruction.

2. Reclassified English learners may have declined due to the lack of support with an adopted curriculum. These students will be a continued focus during universal access and ELD. Student progress continues to be monitored throughout the year.

3. English learner students will likely perform better next year after being exposed to an adopted curriculum for a second year. Vocabulary development will be a site focus for this student group as well as writing using the RACE strategy.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
8.8 points below standard	30.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.5 points	Declined -7 points	
		7
418	75	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	32 points below standard	61 points below standard
	Maintained -1.4 points	Increased ++13.3 points
2		
	247	65

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
42.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	64.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.3 points	2	Increased Significantly ++38.1 points	7
38		15	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
16.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	5.9 points above standard
Declined -4.6 points	6	2	Declined -11.3 points
229			118

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
78.5 points below standard	18.3 points above standard	3.9 points below standard
Declined Significantly -17.6 points	Declined -6.7 points	Declined -5.3 points
38	37	342

Conclusions based on this data:

1. Due to a better understanding of the assessment format and content, teachers and students were more prepared for the state assessment. This year, students were exposed to the Interim Assessment Blocks (IABs) which will better prepare them for the CAASPP next year.

2. Math has been a site focus for a couple of years with an emphasis on math fluency and reading in math. The decline in points was disappointing but staff will continue to refine their practice and collaborate to improve scores.

3. Adaptive online programs are used regularly to address individual needs of students using site technology. The CAASPP was similar in format and helped student success.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46.4 making progress towards English language proficiency
Number of EL Students: 56
Performance Level: Medium
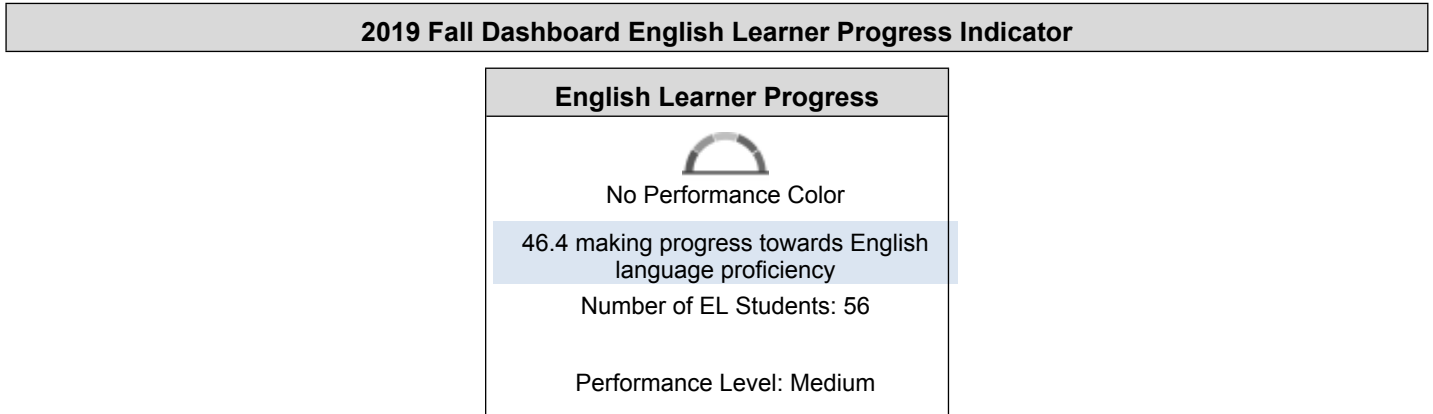
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.7	26.7	7.1	39.2

Conclusions based on this data:

1. Because this test is still new, students were not accustomed to the question format and higher level questioning expectations. Some of our LTEL (long term English learners) students are unmotivated to do their best.

2. Teachers were trained and calibrated in a group setting before administering this assessment. The assessment was completed in person to increase reliability.

3. Many of our beginning students are new to the country. Intensive integrated and designated ELD will benefit their English progress.

School and Student Performance Data

Academic Performance
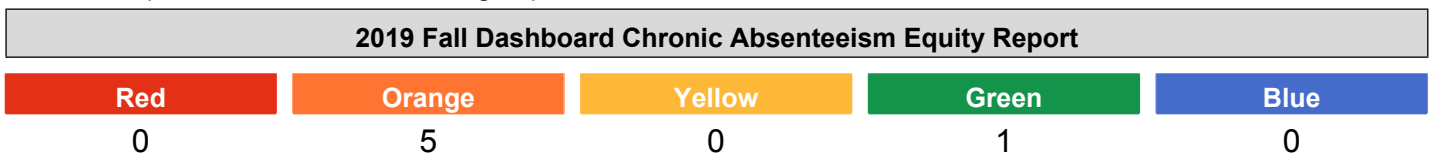## College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. NA

2. NA

3. NA

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	0	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
8.4	9.9	8.3
Increased +0.7	Increased +2	Declined -11.7
858	91	24

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	12.4	10.1
	Maintained +0.4	Maintained +0.3
5	515	129

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
7	Less than 11 Students - Data Not Displayed for Privacy	3.7	0
Increased +1.7	4	Declined -1.7	Declined -4.3
86		27	16

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
11.1	19	Less than 11 Students - Data Not Displayed for Privacy	4.2
Increased +2.1	Increased +4.8	4	Declined -1
461	21		239

Conclusions based on this data:

1. Increased SART meetings and parent awareness resulted in decreased chronic absenteeism. Teachers informally communicate with parents to help them understand the importance of good attendance.

2. Additional attendance incentives may have effected overall attendance, including chronic absenteeism. Intramural sports were offered during recess and lunch in an effort to increase attendance. District incentives motivated students to maintain good attendance.

3. Hispanic students may experience a language barrier while the low socioeconomic student group may have transportation needs causing a higher number of students chronically absent in these demographic groups.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Graduation Rate Equity Report |
| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group |
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Graduation Rate by Race/Ethnicity |
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |
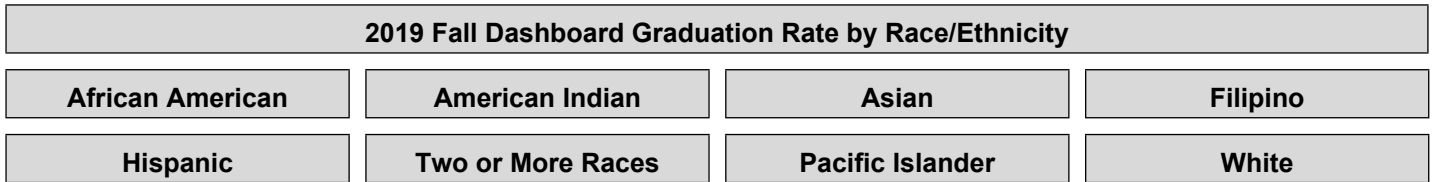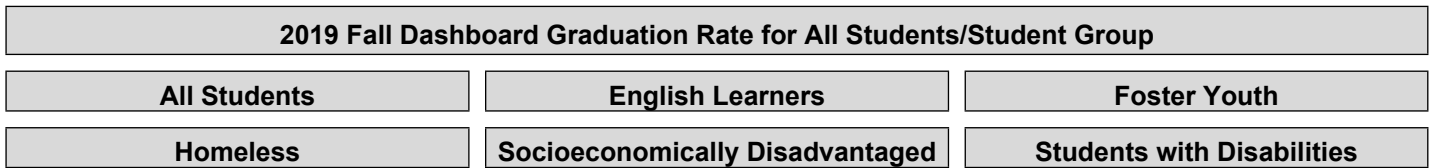
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate by Year |
| 2018 | 2019 |
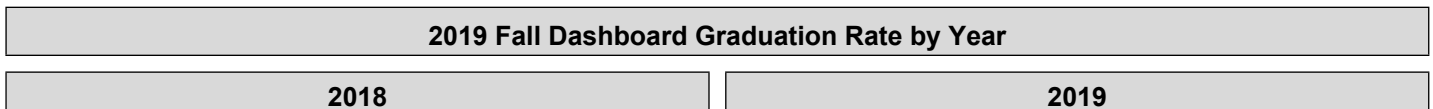
Conclusions based on this data:

1. NA
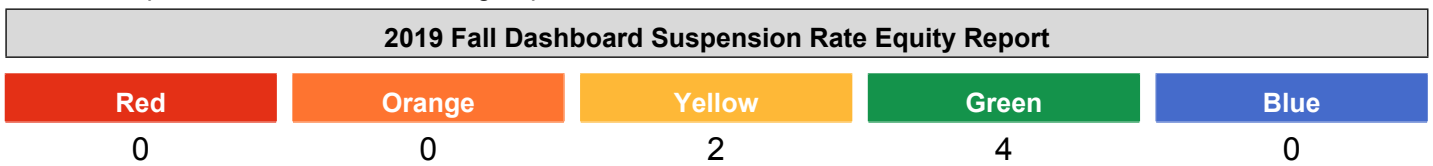2. NA

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	4	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Yellow	No Performance Color
1	1.1	7.1
Declined Significantly -1.2	Maintained +0.2	Declined -9.5
878	95	28
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
Less than 11 Students - Data Not	1.5	3
5	Declined Significantly -1.6	Declined -1.4
	533	134

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	No Performance Color	No Performance Color
3.5	Less than 11 Students - Data Not Displayed for Priv... 4	0	0
Declined -4.2		Maintained 0	Maintained 0
86		27	16

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
0.6	0	Less than 11 Students - Data Not Displayed for Priv... 4	1.2
Declined -0.6	Declined -4.8		Declined Significantly -1.5
476	21		244

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.2	1

Conclusions based on this data:

1. We continued to offer a behavior reflection room during recess and lunch. Students were referred due to poor behavior as this consequence was put in place. Behavior self-reflection is part of this intervention.

2. There was a large increase of foster youth this year who displayed egregious behavior leading to increased suspensions.

3. New campus supervisors were hired in 2019. They are still building a rapport with students as they learn their role. Expectations were reiterated to students throughout the year and may have resulted in fewer suspensions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Beaumont USD will support the LCAP priority of engagement by ensuring a positive school climate and culture by engaging all staff, students and families in support of students' academic, mental, and social emotional well-being.

Goal 1

Sundance Elementary will support the LCAP priority of engagement by ensuring a positive school climate and culture by engaging all staff, students and families in support of students' academic, mental, and social emotional well-being.

Identified Need

While school-wide attendance goals were met, we still have a high rate of chronic absenteeism. Due to the school closure and the extended time spent learning from home, students may need time to acclimate to being back on campus. We will focus on creating a positive and welcoming environment to promote student engagement. Classrooms will practice social skills. School-wide and classroom activities will help students build a connection to school. A college going culture will continue as a focus next year as well.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A) School-wide attendance rate	Maintained 95% attendance	Increase attendance by at least 1%
1B) Chronic absenteeism	All Students (ALL)- Orange-Medium-8.4% African American (AF)-Orange-Medium- 7% Students with Disabilities (SWD)- Orange-High- 10.1% English Learners(EL)- Orange-Medium-9.9% Hispanic (H)-Orange-High-11.1% Socioeconomically Disadvantaged(SED)- Orange-High-12.4%	All Students (All)-Green-Medium-Decrease by 3% African American (AF)-Medium-Decrease by 3% Students with Disabilities (SWD)-Medium-Decrease by 5% English Learners(EL)-Medium-Decrease by 3% Hispanic (H)-Medium-Decrease by 5% Socioeconomically Disadvantaged(SED)-Medium-Decrease by 5%
1C) Suspension data	All Students (ALL)-Blue-Low-1% African American (AF)-Yellow-High- 3.5% English Learners (EL)- Yellow-Low-1.1%	All Students (ALL)-Blue-Decrease by 0.5% African American(AF)-Medium-Decrease by 2% English Learners (EL)-Low-Decrease by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey completion	64% completed the survey in 2020 - 51% completed the survey in 2021	At least 80% will complete the survey

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with a focus on the Hispanic and Students With Disabilities student groups.

Strategy/Activity

Implement incentives and awards for positive behavior, attendance, academics and effort. Maintain partnerships with local businesses and pursue new ones. These will improve the overall school culture and social/emotional needs of students. All staff will participate in celebrating students success including counselors, administration, certificated and classified staff members. School-wide and classrooms will celebrate success as much as possible.

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

Amount(s)	Source(s)
100	0707 LCFF S/C

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Students with Disabilities student group.

Strategy/Activity

Provide outreach and opportunities for parent involvement and outreach to educate, train and inform all parents. This includes resources for parent meetings to increase attendance (including child care). Use of parent input and Thought Exchange data/comments to address the needs and concerns of parents.

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

Amount(s)	Source(s)
100	0707 LCFF S/C

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide opportunities for PBIS skill reflection and small group instruction (small group intervention, social workshops, reflection room, PBIS schedule, counseling). Classrooms are encouraged to sign up for counselor presentations using 2nd Step curriculum to focus on the area of need for specific grade levels and student groups.

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

Amount(s)	Source(s)
19000	0707 LCFF S/C

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

We will continue to support a college & career culture and environment. This includes the purchase of college & career resources. Students will be exposed to lessons using the World of Work and Nepris websites.

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

Amount(s)	Source(s)
100	0707 LCFF S/C

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with a focus on low socioeconomic and foster youth

Strategy/Activity

Behavior EMT meetings will be conducted for students who struggle with positive behavior. Substitutes are required when meetings are held during the instructional day. When needed, we will provide interventions for academic or emotional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
700.00	0707 LCFF S/C

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The focus on positive behavior was successful as students were exposed to support, as needed, in a small group setting during recess and lunch, provided by an instructional aide. The focus was on helping students understand how their behavior affects others and how to problem solve in a dignified manner. The school counselor was effective in providing small group and individual counseling. He also provided whole class presentations to emphasize age appropriate topics related to behavior and social-emotional needs using the 2nd Step curriculum. Incentives were provided when deemed appropriate.

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

The budgeted amount was correct as it included the cost for a part time instructional aide. EMT meetings were held during the instructional day, allowing teachers to attend while a substitute covered their classroom. Other strategies related to this goal did not impact the site budget.

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.

We will continue to use site funds to pay for a part-time instructional aide to assist with positive behavior support. The counselor services do not impact our site budget. Their services will be utilized next year as well. Both will be included in LCAP Goal 2. Additional attendance incentives will be offered to promote excellent attendance and to decrease chronic absenteeism. Based on discipline referrals, it is clear that many referrals are a result of defiance and disrespect in the classroom, especially for African American and Hispanic students. The counselor will address this need by presenting classroom lessons on a regular basis. Hispanics and African American student groups will be monitored more closely and will be provided focused counseling sessions. Intramural sports will be offered during recess to promote good sportsmanship and better attendance. Project wisdom words of wisdom messages will be shared daily during morning announcements to encourage students to self-reflect and make positive choices.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Beaumont USD will support the LCAP priority of student outcomes by providing a comprehensive course of study which will increase academic and social emotional learning for our students. Staff will use student performance data to improve academic achievement, increase college/career readiness, and support all students including those who have traditionally faced barriers to successful transitions to high school, postsecondary, and Career Technical Education.

Goal 2

Sundance Elementary will support the LCAP priority of student outcomes by providing a comprehensive course of study which will increase academic and social emotional learning for our students. Staff will use student performance data to improve academic achievement, increase college/career readiness, and support all students including those who have traditionally faced barriers to successful transitions to high school, postsecondary, and Career Technical Education.

Identified Need

Grade levels will continue to use planning days throughout the year for collaboration in addition to individual data chats with administration. This will allow time to better familiarize staff with curriculum and standards, time for data analysis and the creation of action plans to meet the needs of all students. To better prepare for state testing, students in grades 3-5 will take the Interim Assessment Blocks (IAB's). This will familiarize students and teachers with the sign-in process, universal tools available, format and overall assessment administration. A focus will be on students with disabilities and African American student groups. All classrooms will follow the "Be Ready Beaumont" scope and sequence as well as incorporating Nepris experiences regularly to expose students to a variety career options.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic state indicator for ELA	All Students Group in the Yellow category, at 8.6 points above level 3, a maintained of 0.1 points from the prior year. Students with Disabilities Group in the Yellow category, at 54.7 points below level 3, an increase of 26 points from the prior year. African American Group in the Orange category, at 33.1 points below level 3, a 7.1 point decrease from the prior year. Socioeconomically Disadvantaged Group in the Yellow category, at 14.6 points	All Students (ALL) Green-Medium-Increase + 15 Students with Disabilities (SWD)-Yellow-Low-Increase +15 African American (AA) Yellow-Medium-Increase +15 Socioeconomically Disadvantaged (SED) Yellow-Medium-Increase +15 English Learner (EL)- Yellow-Medium-Increase +15 White-(W)-Green-High-Increase +15

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	below level 3, an increase of 3.2 points from the prior year. English Learner Group in the Yellow category, at 14.3 points below level 3, an increase of 3 points from the prior year. White Group in the Green category, at 19 points above level 3, a decrease of 9.6 points from the prior year. Hispanic Group in the Green category, at 2.4 points above level 2, an increase of 5.6 points from the prior year.	Hispanic-(H) Green-Medium-Increase +15
Academic state indicator for Math	All Students Group in the Yellow category, at 8.8 points below level 3, a decrease of 5.5 points from the prior year. African American Group in the Orange category, at 42.1 below level 3, a decline of 6.3 points from the prior year. English Learners Group in the Orange category, at 30.7 points below level 3, a decrease of 7 points from the prior year. Socioeconomically Disadvantaged Group in the Orange category, at 32 points below level 3, maintenance of 1.4 points from the prior year. Hispanic Group in the Yellow category, at 16.9 points below level 3, a decrease of 4.6points from the prior year. Students with Disabilities in the Yellow category, at 61 points	All Students (ALL) Green-Medium- Increase +16 African American (AA)-Yellow-Medium-Increase +16 English Learners (EL)-Yellow-Low-Increase +16 Socioeconomically Disadvantaged (SED)-Yellow-Low-Increase +16 Hispanic (H)-Green-Medium-Increase +16 Students with Disabilities (SWD)-Yellow-Low-Increase +16

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	below level 3, an increase of 13.3 points from the prior year. White Group in the Green category at, 5.9 points above level 3, a decrease of 11.3 points from the prior year.	
English learner progress indicator	All Students 46.4% making progress Decreased at Least One ELPI Level 26.7.5% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 26.7% Maintained ELPI Level 4- 7.1% Progressed at least one ELPI Level 39.2%	Increase the number of level 3 or 4 students to 85%
AVID WICOR Implementation in all classrooms as measured by Progress Adviser and walk-thru tools.	100% AVID implementation school-wide with focus on inquiry writing strategies.	In order to prepare students for college and career reediness we will continue to maintain and show evidence of AVID implementation.
iReady Reading Diagnostic Growth (August 2020-March 2021)	K - 44% - (Decreased from 2019-20 55%) 1st - 52% - (Decreased from 2019-20 69%) 2nd - 73% - (Decreased from 2019-20 82%) 3rd - 53% - (Decreased from 2019-20 79%) 4th - 115% - (Increased from 2019-20 98%) 5th - 81% - (Decreased from 2019-20 91%)	Student growth will increase by 5%
iReady Math Diagnostic Growth (August 2020-March 2021)	K - 63% (Increased from 2019-20 50%) 1st - 72% (Increased from 2019-20 62%) 2nd - 54% (Decreased from 2019-20 63%) 3rd - 50% (Decreased from 2019-20 81%) 4th - 83% (Increased from 2019-20 52%) 5th - 78% (Increased from 2019-20 56%)	Student growth will increase by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Diagnostic Results (August 2020-March 2021)	K - 51% (Decreased from 2019-20 66%) 1st - 39% (Decreased from 2019-20 50%) 2nd - 37% (Decreased from 2019-20 46%) 3rd - 27% (Decreased from 2019-20 66%) 4th - 34% (Decreased from 2019-20 44%) 5th - 22% (Decreased from 2019-20 40%)	Student results will increase by 5%
iReady Math Diagnostic Results (August 2020-March 2021)	K - 56% (Increased from 2019-20 30%) 1st - 33% (Decreased from 2019-20 37%) 2nd - 21% (Decreased from 2019-20 27%) 3rd - 17% (Decreased from 2019-20 31%) 4th - 21% (Decreased from 2019-20 28%) 5th - 19% (Decreased from 2019-20 20%)	Student results will increase by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, Low Socioeconomic Disadvantaged

Strategy/Activity

Instructional supplies and organizational resources will be provided for students in each grade.

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

Amount(s)	Source(s)
100	0707 LCFF S/C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English learners, African American, Low Socioeconomic Disadvantaged

Strategy/Activity

Extended learning opportunities and supplies will be provided to targeted groups of students needing additional academic intervention outside the regular school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	0707 LCFF S/C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students (specifically struggling with academic progress) with focus on Foster Youth and Socioeconomically Disadvantaged student groups.

Strategy/Activity

Assistance and support will be coordinated for at-risk students through the EMT process. Supplemental materials will be purchased for the core program to address student needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300.00	0707 LCFF S/C

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	0707 LCFF S/C

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners and Students with Disabilities

Strategy/Activity

Professional development and planning opportunities will be provided to staff to increase student achievement (Step-Up to Writing, NGSS, Charlotte Huck Festival, Equity Conference, Early Literacy strategies, etc.). This includes the cost of substitutes and use of instructional coaches to assist with best teaching practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	7510 LPSBG
7200	0707 LCFF S/C

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students who perform 2 years below grade level on the i-Ready Diagnostic.

Strategy/Activity

The Intervention teacher and part time aide will support students by providing small group comprehensive academic interventions with a targeted focus on early literacy and foundational reading skills for students in grades K-3.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
30358	3010 Title I
16000	0707 LCFF S/C

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Our data indicates that we were successful in moving toward meeting this goal. While there is always room for improvement, students showed growth on the CAASPP, i-Ready diagnostic, fluency, early literacy diagnostics and other local assessments. Grade level teams used planning days to analyze data and plan for instruction. Instructional coaches assisted in grade level specific areas of need including writing, technology, reading and math strategies, as needed. Reading intervention teachers and an instructional aide contributed to progress in early literacy and foundational skills. Selected students in grade K-2 were serviced four days a week for 30 minutes in a small group setting.

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

Implementation and budget expenditures were used as intended to meet this goal. However, when schools were closed on March 13, due to the COVID-19 pandemic, all spending was put on hold. Part of the unused budget will be carried over to be spent next school year. We originally wanted to use the LPSBG to pay for our technology license. However, we were advised to use the LCFF budget instead.

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.

Due to school closures on March 13, virtual learning was made optional for students. We anticipate gaps in learning upon the start of the new year. To address this need, we have increased opportunities for learning outside of the instructional day (after school academies). We will focus on site based professional development to enhance current skills and strategies used during best first instruction. Specifically, our Hispanic, students with disabilities and African Americans need the most intensive support as each of these student groups performed in the Orange. The intervention teacher will train teachers to use research based strategies in their classrooms during UA time. The intervention teacher and instructional aide will continue to provide research based small group instruction to improve early literacy skills. Our instructional coaches will provide consultation and demonstration lessons to assist in best practices. Our site will take advantage of professional development opportunities with a focus on creating more effective teams and using the professional learning communities' philosophy when collaborating. We will continue to use 2018-19 CAASPP data to create goals for student outcomes.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Beaumont USD will employ, develop and retain highly qualified, diverse employees who provide a standards aligned broad course of study with a multi-tiered systems of support that is inclusive, equitable and safe for students and staff in well maintained facilities.

Goal 3

Sundance Elementary will support the LCAP priority of conditions of learning by providing a standards-aligned, broad course of study with a multi-tiered system of support that is inclusive and equitable for students and staff. District facilities will be maintained to provide a safe learning and working environment.

Identified Need

It is vital that staff are trained in their job description and confident in their role. Classified staff have a greater rate of turnover and should be adequately trained and made to feel welcomed and a part of the team at our site. This may decrease the rate of employee turnover.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher credentialing including English learner certification	100% of teachers meet certification	Maintain 100% certification
Every pupil in the school has sufficient access to standards-aligned instructional materials	100% of students have access	Maintain 100% access
School facility rating as measured by annual facility inspection tool	Received a rating of good or better status for each element	Maintain good or better status for each element

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional development and planning opportunities will be provided to increase staff morale, student achievement and/or improve behavior (PBIS, Hour Zero, Aeries, ELLevation training, etc.) and attendance. CTI teachers are provided support by experienced teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400	0707 LCFF S/C

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

All teachers and certificated staff are hired with appropriate certification and are provided ongoing training. Classified staff are hired with appropriate certification.

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

Implementation of budget expenditures occurred as intended.

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.

The goal will replicate the district's LCAP goal 3.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$75,358.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
3010 Title I	$30,358.00

Subtotal of additional federal funds included for this school: $30,358.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
0707 LCFF S/C	$45,000.00

Subtotal of state or local funds included for this school: $45,000.00

Total of federal, state, and/or local funds for this school: $75,358.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

NA Secondary Students

Name of Members	Role
Ann-Marie Farias	Principal
Erin Crabtree	Classroom Teacher
Jonna Windham	Parent or Community Member
Josetta Lyons Ollie	Parent or Community Member
Marie Ferguson	Classroom Teacher
Debbie Gray	Classroom Teacher
Amber McClure	Other School Staff
Halle Wynne	Parent or Community Member
Leah Saludares	Parent or Community Member
Tania Gomez	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
[signature]	English Learner Advisory Committee

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 4/19/19.

Attested:

[signature]	Principal, Ann-Marie Farias on 4-19-21
[signature]	SSC Chairperson, Erin Crabtree on 4-19-21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

         i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

         ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

         iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

         v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019