

The Single Plan for Student Achievement

School: Sunset Ridge Elementary School
CDS Code: 41-68932-6044069
District: Pacifica School District
Principal: Ellie Cundiff
Revision Date: October 12, 2017

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

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

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School Vision and Mission

Sunset Ridge Elementary School's Vision and Mission Statements

Sunset Ridge is dedicated to providing a rigorous education in a nurturing learning community that addresses the needs of the whole child. Teachers and staff embrace balanced literacy – through the Workshop model - by providing students with state-of-the-art teaching methods in reading and writing. Engaging math and science programs also provide all learners with critical thinking and collaborative opportunities. Our Spanish Program (FLES) develops speaking, listening, reading, and writing skills that foster global citizenship with an understanding and appreciation for other cultures. Sunset Ridge's comprehensive program fosters creativity through Art and Music. Our school community is dedicated to the physical, social, and academic well-being of every student.

School Profile

Academic growth and a focus on the whole child is the culture of success that is Sunset Ridge Elementary. We provide a comprehensive educational program for Transitional Kindergarten through Fifth grade that is supported by the entire school community and the community of Pacifica. Our students and their families are assured of an educational experience that will prepare them for the world of college and career by developing the critical thinking skills children will need to be successful. During past 12 years we have seen our students thrive. Our school is considered a High Achieving School by the California Department of Education. We have won the CBEE Honor Roll Award for making significant academic progress in addressing the achievement gap.

The reason our students continue to be successful is the concentration on four key program elements: literacy, a well-balanced curriculum, student support systems, and community and family involvement. Our school culture is committed to using best practices in teaching all students; collaboration between staff, parents, and the community; and to meeting the different academic and developmental needs of the whole child. Sunset Ridge has developed an outstanding learning environment that promotes critical thinking and builds a sense of community. A large number of our students have reported that they feel like they are part of the school and have opportunities to be involved in school activities.

We have a strong and caring PTO that supports our school through fundraising, volunteering in the classroom, in the gardens, and in the cafeteria. We have a parent room where parents can mingle and plan community events. Our PTO has a reputation of establishing a sense of community and always remaining dedicated to our school and our students even after their children have moved on to middle school. This is our 6th year of our Room Parent Program and we are getting more and more support from our Room Parents. The Room Parents meet 5 times a year and plan classroom, grade level, and school wide events. They also support communication between the PTO and the school community guaranteeing that everyone is aware of school events.

Through the support of the community an outdoor classroom was built. It is a deck that is in the shape of a whale's tail and overlooks the city of Pacifica and the Pacific coast. Students get to visit the outdoor classroom and learn about the environment, look for whales, or enjoy working on projects from class. We have a native wellness garden surrounding the outdoor classroom. Many times you will see children and families enjoying the view from the deck. We also have a vegetable garden on our campus where students can learn about the life sciences and make real world connections while getting their hands dirty. Last year the entire school community participated in painting a mural on our two portables. The mural depicts our coastal environment with a gray whale, the Golden Gate Bridge and the coastal hills. We also included words that represent the things that make Sunset Ridge shine: Responsible, Respectful, Caring, Fun, Integrity, Community, Learning, Helping, Trust, Bonding, and Diversity. The district mission, "Working together to prepare each child for the future by nurturing curiosity and inspiring joy and confidence." is also included in the mural so that we all remember that our goal is to provide our children the very best education.

Sunset Ridge is a diverse school where children develop an appreciation for different cultures and learn to understand different perspectives that will support them in a multi-ethnic world. Our children speak over 20 different languages and come from all over the world. The experiences and backgrounds they have enrich the learning of all students. Eileen Gale Kugler, author of *Debunking the Middle-Class: Why Diverse Schools are Good for All Kids* said, "Learning comes alive when wisdom is shared not only by competent teachers and books, but also by fellow students with life experiences and cultures that illuminate whole new worlds. Children in diverse schools learn to think for themselves, develop new and broadening friendships, and are simply better prepared for the future in schools that have students from different backgrounds." We are excited to begin our Foreign Language in Elementary Schools (FLES) program this year in grades Kindergarten through 3rd grade with the goal to introduce students to

Spanish language for 90 minutes of instruction through the week. The program is designed to promote Global Citizenship, develop proficiency in oral and written language in Spanish and to encourage and foster all students to develop an openness, understanding, and appreciation for other cultures.

Sunset Ridge teachers and staff are trained in providing differentiated instruction to support student learning so that each child is working at their individual level. Every teacher participated in professional development this past summer to learn new curriculum that supports the Common Core Standards. We have hired additional staff to support students in Language Arts, PE, and Science. We also provide after school tutoring and homework clubs based on student assessment results and referrals. We provide a variety of programs for our students including: art, music, PE, and science classes. We have a full time counselor from the Family Resource Agency and two part-time counselors that work with individual or small groups of students to support social skills. We also have a Benefit Analyst on campus two days a week to support families. We have several extra-curricular programs for students after school including: Hip Hop dance classes, Tai Kwon Do, Homework Centers, drama, Spanish, Girl Scouts, Bollywood Dance, and STEM classes, to name just a few.

Sunset Ridge teachers and staff are dedicated to improving teaching practices across the curriculum. We have an active Literacy Committee, Math Committee, and an Instructional Leadership Team that meets on a regular basis. We do book readings as part of our Professional Learning Community, plan staff development, and lessons around the needs of students. We have ST Math, (Jiji), Ticket to Read, and Brain Pop computer programs that children can do at school or home. Teachers can assign homework on the programs and can see how the children did so that they can support them at school.

We have two childcare centers on our campus that provide before and after school care. We have built a seamless transition between school and after care programs. We work closely with the childcare programs to ensure that students are in a safe and engaging environment.

The parents and staff are dedicated to making Sunset Ridge students shine. Excellence through Diversity is our motto.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	97	93	77	97	90	73	96	90	73	100.0	95.7	94.8
Grade 4	94	97	86	94	96	85	94	96	85	100.0	99	98.8
Grade 5	90	96	96	89	96	96	89	96	96	98.9	100	100
All Grades	281	286	259	280	282	254	279	282	254	99.6	98.3	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2415.5	2417.7	2426.8	16	21	27.40	24	23	24.66	39	29	20.55	20	27	27.40
Grade 4	2436.6	2444.0	2429.4	14	16	12.94	16	28	21.18	31	17	25.88	39	40	40.00
Grade 5	2481.8	2478.6	2484.8	10	10	14.58	36	29	28.13	19	28	22.92	35	32	34.38
All Grades	N/A	N/A	N/A	14	16	17.72	25	27	24.80	30	24	23.23	31	33	34.25

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	20	19	27.40	56	43	39.73	24	38	32.88	
Grade 4	11	18	16.47	47	42	47.06	43	41	36.47	
Grade 5	17	11	18.75	44	46	47.92	39	43	33.33	
All Grades	16	16	20.47	49	44	45.28	35	40	34.25	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	29	30.99	56	41	46.48	30	30	22.54
Grade 4	13	15	10.59	55	52	50.59	32	33	38.82
Grade 5	19	19	18.75	47	51	47.92	34	30	33.33
All Grades	15	21	19.44	53	48	48.41	32	31	32.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	13	17.81	70	76	65.75	14	11	16.44
Grade 4	6	10	11.76	70	73	58.82	23	17	29.41
Grade 5	17	13	13.54	54	64	69.79	29	24	16.67
All Grades	13	12	14.17	65	71	64.96	22	17	20.87

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	21	20.55	57	52	54.79	26	27	24.66
Grade 4	16	16	9.41	53	57	60.00	31	27	30.59
Grade 5	25	16	21.88	53	70	45.83	22	15	32.29
All Grades	19	17	17.32	54	60	53.15	27	23	29.53

Conclusions based on this data:

1. The data shows us that most of our students are at the "At or Near Standard" area in all areas of Reading, Writing, Listening, and Research/Inquiry. We have significant numbers of students that are the Below Standard level. The Instructional Leadership Team (ILT) and the Site Lit Team have looked at the data and determined that we need to focus on the amount of time students are spending time reading and the volume of writing students are doing on a daily basis. We see that our students need to work on writing and reading skills.
2. We will be monitoring students that are participating in intervention programs. We want to use data systems that will help us to monitor and identify students and groups that need intervention.
3. We would like to do more interactive parent education events for parents and having more interactive PTO meetings to get parents engaged and building a sense of community.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	97	93	77	96	92	73	96	91	73	99.0	97.9	94.8
Grade 4	94	97	86	94	97	85	94	96	85	100.0	100	98.8
Grade 5	90	96	96	89	96	96	89	96	96	98.9	100	100
All Grades	281	286	259	279	285	254	279	283	254	99.3	99.3	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2437.3	2428.3	2439.5	17	15	20.55	36	34	36.99	32	26	23.29	15	24	19.18
Grade 4	2457.0	2465.9	2460.6	13	10	17.65	18	26	22.35	43	49	31.76	27	15	28.24
Grade 5	2479.9	2471.9	2500.9	13	5	20.83	21	25	17.71	28	30	30.21	37	40	31.25
All Grades	N/A	N/A	N/A	14	10	19.69	25	28	24.80	34	35	28.74	26	26	26.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	26	38.36	45	41	36.99	24	33	24.66
Grade 4	17	17	29.41	44	44	29.41	39	40	41.18
Grade 5	18	13	26.04	36	32	35.42	46	55	38.54
All Grades	22	18	30.71	42	39	33.86	36	43	35.43

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	19	39.73	65	57	41.10	17	24	19.18
Grade 4	13	14	17.65	55	58	45.88	32	28	36.47
Grade 5	13	11	20.83	45	48	43.75	42	41	35.42
All Grades	15	14	25.20	55	54	43.70	30	31	31.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	24	26.03	59	55	54.79	17	21	19.18
Grade 4	15	25	22.35	48	47	45.88	37	28	31.76
Grade 5	11	9	17.71	56	52	52.08	33	39	30.21
All Grades	17	19	21.65	54	51	50.79	29	29	27.56

Conclusions based on this data:

1. The data shows that our the majority of our students are in the At or Near Standard and the Above Standard area, but we also have a number of students that are in the below standard area. We need to monitor student progress in math. 3rd grade made the biggest improvements. We saw a 20% in 3rd grade in Problem Solving and Data Modeling and analysis for student above standard. 3rd grade had a total of 82% of the students at or near standard and above. We know that 5th grade had the hardest time with the new math adoption. This was expected since math is taught in a very different way with the new program. We expect to see kids increasing in skills as they go through the program.
2. The data shows us that we need to work on academic vocabulary development with all students, but especially our ELL and SED students.
3. The data shows us that our 3rd grade classes had fewer students in the Below Standard area than the other grades. There was a 5% drop of students not meeting standards. This is a good thing.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***	67			33	50			50			
1	14	8	24	57	31	38	29	46	29		15	10			
2		13		27	40	14	36	20	43	36	13	21		13	21
3	9	23	7	30	15	29	39	54	50	9	8	14	13		
4	23	20	21	31	20	7	31	50	64	11	5		3	5	7
5	13	13	25	20	53	60	27	33	10	27			13		5
Total	14	14	16	33	38	31	32	39	37	14	6	10	6	3	6

Conclusions based on this data:

1. See "findings" under each goal.
2. Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				13	30		47	36		31	16		9	18	
1	13	7		56	29		31	43			14			7	
2		13		31	38		31	19		38	19			13	
3	9	21		30	14		39	50		9	7		13	7	
4	24	19		30	19		30	48		11	5		5	10	
5	13	13		19	53		25	33		31			13		
Total	11	10		28	32		35	37		19	10		7	10	

Conclusions based on this data:

1. See "findings" under each goal.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: English Language Arts
LEA GOAL:
Goal 1: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas- English language arts/English Language Development, math science, social science, physical education, and health. (Pupil Outcomes)
SCHOOL GOAL #1:
Our goal is to increase the English Language Arts/ English Language Development skills of all of our children including all significant subgroups by increasing the number of students meeting the end of the year benchmark as measured on Fountas and Pinnell assessments and by gathering data on student writing through the use of On Demand Writing Prompts to monitor and support student progress using grade level collaboration. We will also increase the all students average distance from level 3(Standard Met) from -22 to -10 as measured on ELA SBAC.
Data Used to Form this Goal:
Fountas and Pinnell assessments, CELDT results, SBAC, student work samples, demographic information
Findings from the Analysis of this Data:
We had 59% of our students meeting the end of the year benchmark using the DRA2 which is a slight dip from the 2016 results where we had 60% of our students meeting end of the year benchmark. The SBAC results show that we had a 1% gain in students who met or exceeded the standards. The trend is going in the right direction. In 2015 we had 39% of our students that met or exceeded the standard, in 2016 we had 42% of our students that met or exceeded the standard and in 2017 we have 43%. We saw a small increase in the subgroup identified as Socio-economically disadvantaged (SED). Students that are English Language Learners increased in the nearly met by 11% and the percentage of students that did not meet standards went down 8%. That tells us that students are moving in the right direction. We see the subgroup with students who identify as White made a 12% gain and students who identified as Two or More Races made a 4% increase while the group that identified as Filipino decreased by 5% and the students that identified as Hispanic made an 8% decrease. This shows that we need to do more work to close the opportunity gap. On the CELDT annual assessment we saw that 51% of our students moved up a level, 30% stayed at the same level, while 19% moved down a level.
How the School will Evaluate the Progress of this Goal:
All students will be provided with coordinated classroom instruction in a comprehensive balanced literacy program. By June 2018, 70% of the students will meet the end of the year benchmark at the independent reading level as measured by F & P Reading Assessments. By June 2019, 75% of our students will be meeting end of the year benchmarks as measured by F & P and other formal and informal assessments. We will need to monitor our ELL that either stayed at the same level or went down a level to see what type of supports they may need.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Provide students with an integrated Balanced Literacy program across grade levels. (Balanced Literacy consists of 3 blocks, Reading Workshop, Writing Workshop, Word Work, and vocabulary) and includes Guided Reading, Interactive Read Alouds, Literature Circles, Independent Reading, Conferring, and Strategy groups.	2017-2018	Teachers, administrators, and support staff	District Funded			
1.2 Continue to implement classroom rituals and routines that establish good reading and writing habits and behaviors and also supports student achievement.	2017-2018	Teachers, staff, and admin.				
1.3 Clearly articulate teaching point based on Common Core State Standards in child friendly language in mini-lessons through charts and other visual supports.	2017-2018	Teachers, staff, and admin				
1.4 Provide support to staff on ELD Standards and strategies that support ELs language proficiency needs including Adept training for new teachers.	2017-2018	Teachers, staff, admin, Site ELD Lead	District Funded			
1.5 Continue to have the Site Literacy Team collaborate and plan PD, review data, and teaching strategies to support teachers implementing Balanced Literacy.	2017-2018	Teachers, admin., Site Humanity Leads, District Humanity Coach				
1.6 Provide students with fieldtrips, assemblies, Read Aloud Day, Family Reading Night, and other events that support the love of literacy.	2018-2019	Teacher, staff, admin., PTO	PTO Funded			
1.8 Purchase high quality instructional materials including leveled books that align with Common Core State Standards,	2017-2018	Teachers, staff, admin.	Site Funded, PTO	4000-4999: Books And Supplies	LCFF - Base	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
including non-fiction and periodicals.						
1.9 Hold Book of The Month assemblies school wide and recognize student successes and achievements through Award Ceremonies: Super Reader Awards, Children's Random Act of Kindness, Perfect Attendance, Certificates for Improvement, Achievement, and Excellence.	2017-2018	Teachers, staff, admin.	Site Funded	4000-4999: Books And Supplies	LCFF - Base	4,000
1.10 Purchase books and materials to support staff development (i.e. professional books, dvds,) that support Balanced Literacy.	2017-2018	Teachers, staff, admin.	Grants/ PTO	4000-4999: Books And Supplies	Other	500
1.11 Provide reading intervention support using LLI and other support materials during school for students identified as not meeting standard on F & P using the SST process to identify students.	2017-2018	Teachers, staff, admin	Site Funded	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	28,000
1.12 Provide after school and before school tutoring and homework centers for students identified as needing additional support.	2017-2018	Teachers, staff, admin.	County Grant,	2000-2999: Classified Personnel Salaries	Other	6,000
1.13 Continue to use the Instructional Leadership Team as a professional learning community.	2017-2018	Teachers and admin.				
1.14 Provide teacher release time to do observations or assessments with a focus of increasing student achievement.	2017- 2018	Teachers, staff, admin.	Site Funded	1000-1999: Certificated Personnel Salaries	LCFF - Base	8,000
1.15 Integrate technology to enhance the instruction of academic content areas based on Common Core State Standards and as an early intervention for identified students- lpads, Smartboards, and literacy programs, document cameras, LCD projectors, etc	2017-2018	Teachers, staff, admin.		4000-4999: Books And Supplies	General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.17 Provide grade level teams release time for collaborative planning time.	2017-2018			1000-1999: Certificated Personnel Salaries	LCFF - Base	8,000
1.18 Integrate content areas into Lang. Arts as appropriate by providing students with "just right" fiction and nonfiction books.	2017-2018	Teachers, staff and administrators	Grants	4000-4999: Books And Supplies	Other	1,000
1.19 Use assessment data to evaluate and monitor student progress and to guide instruction.	2017-2018	Teachers and administrators				
1.20 Use curriculum maps in all content areas to plan instruction and support student achievement.	2017-2018	Teachers and administrators				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Math
LEA GOAL:
Goal 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas- English language arts/English Language Development, math science, social science, physical education, and health. (Pupil Outcomes)
SCHOOL GOAL #2:
All students, including all significant subgroups, will be provided with a coordinated classroom instruction in a comprehensive, balanced, standards-based mathematics program. By June 2018, we will show progress by moving the all students average distance from level 3(Standard Met) from -18 to -8 in math as measured by SBAC testing.
Data Used to Form this Goal:
A review of 2016 and 2017 SBAC scores
Findings from the Analysis of this Data:
We see that we have 59% of our students that met or exceeded the standard on the SBAC. This is a 3% increase from 2016. Two subgroups made progress. Those were Students with Disabilities (SWD) and Students identified as Socioeconomically Disadvantaged (SED) We see the same trend that the state sees. That is as the grade increase the math performance decreases. We will need to monitor student progress and look at interventions for math.
How the School will Evaluate the Progress of this Goal:
The staff will meet as grade level teams to review and analyze student work and plan lessons. The Site Math committee will meet to review data school wide and identify trends and discuss and plan interventions based on the data that supports students math and language skills. As a staff we will discuss testing arrangements and support students with using computers to complete math problems. We will also make sure that the students have materials such as scratch paper to work out problems.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Ensure that all students are provided comprehensive math instruction that is aligned with the Common Core State Standards.	2017-2018	Teachers, staff, and admin.				
2.2 Maintain a daily 60 minute math block.	2017-2018	Teachers, staff, and admin.				
Provide teacher Bridges Math PD opportunities to support their			District Funded			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
learning.						
2.3 Provide time for staff to collaborate to analyze and monitor student work and plan out instructional strategies to meet students' needs. Use grade level meetings to plan and review student progress in math	2017-2018	Teachers, admin, staff				
2.6 Provide interventions for students who are not meeting expected standards (before or after-school tutoring/ homework, and access to ST Math).	2017-2018	Teachers, admin, staff	District, County Grant	2000-2999: Classified Personnel Salaries	Other	
2.7 Incorporate math skills into science lessons using Foss, Mystery Science, NGSS to provide students with opportunities to do lab experiments and observations.	2016-2017	Teachers, admin, staff				
2.8 Provide a science teacher for grades 2-5 grades so students attend lab once a week and teachers can work with individual or small group of students needing intervention and purchase materials to support program.	2017-2018	Teachers, admin, staff	Site Funded	1000-1999: Certificated Personnel Salaries	LCFF - Base	40,000
2.9 Provide funding for TK/K/1/2 Tech aide to support Math, Spanish, ELA and tech skills.	2017-2018	Teachers, Admin, Staff	Site Funded	2000-2999: Classified Personnel Salaries	Other	13,000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Whole Child
LEA GOAL:
Goal 3: Enhance student engagement by providing a well-rounded education, a positive and safe school climate, effective character education, and meaningful parent participation opportunities.
SCHOOL GOAL #3:
We will support the development of the whole child (mental, physical, and emotional well-being) as measured by chronic absenteeism, suspension, and other student data, by providing programs and activities that make students want to come to school. We will decrease the percentage of students missing school by 10% by June of 2018.
Data Used to Form this Goal:
Student data systems regarding attendance and suspensions, parent, teacher, staff, and student input through surveys.
Findings from the Analysis of this Data:
Sunset Ridge continues to provide our students with activities and events that support development of the child including mental, physical, and emotional health. Our goal is to continue to expand the learning opportunities that support the child. We saw a reduction in the number of suspensions. We see a need to continue to work with families around attendance in order to decrease the number of students identified as Chronically Absent.
How the School will Evaluate the Progress of this Goal:
We will monitor our student data systems, gather input at meetings, and through surveys to evaluate programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Continue to provide breakfast and lunch programs for all students, but especially for the students that qualify for Free/Reduced program.	2017-2018	Teacher, admin, staff	District Funded	2000-2999: Classified Personnel Salaries	Other	
3.2 Provide an Assistant Principal to support the vision of the school. The AP will support social emotional learning and attendance related issues that address getting kids to school.	2017-2018	Admin.	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.3 Provide in-school counseling on a full time basis as well as health related outreach to the community through Case Manager/Counselor with Star Vista and provide parent education around literacy, math, digital citizenship.	2017-2018	Counselor	County Funded	5800: Professional/Consulting Services And Operating Expenditures	Other	
3.4 Use methods of positive reinforcement and equity to encourage improved social emotional learning in every classroom- Character Ed focus, Anti-bullying Ed, Random Acts of Kindness, Respectful Responsible, and Ready- school motto, PBIS and School Climate Team and Monday Morning Meetings	2017-2018	Teacher, admin, staff				
3.5 Integrate special education students and classes into all school functions and do ability awareness activities to promote respect for differences and character ed.	2017-2018	Teacher, admin.				
3.6 Provide assemblies that address health, safety, and character development.. Hold school wide Monday Morning Meetings to build community and cohesiveness for children and staff.	2017-2018	Teacher, admin, staff	PTO Funded			
3.7 Provide PE teacher 1 days a week for 4th-5th grades to support and enhance PE program and to support teachers with providing intervention support for identified students. Provide Music/PE teacher for TK-1 two days a week and 1 day a week for 2nd and 3rd grades	2017-2018	Teacher, admin, staff	Site Funded-MAA	1000-1999: Certificated Personnel Salaries	Other	16,000
			Base and Title 1 Funded	1000-1999: Certificated Personnel Salaries	Title I	40,000
				1000-1999: Certificated Personnel Salaries	LCFF - Base	10,000
3.8 Encourage teachers to allocate time for classes to garden, to use the	2017-2018	Teacher, admin, staff	Healthy Planet Grant	4000-4999: Books And Supplies	Other	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Oversee to support the whole child and integrate throughout the curriculum.						
3.9 Hold bi-monthly Screen Team meetings with counselor, Resource Specialist, School Psychologist, Assistant Principal, Principal to discuss, monitor, and identify student needs and supports.	2017-2018	Admin, counselors, staff				
3.10 Have a Playworks Coach on the yard during recesses to get children active and engaged in games during recess.	2017-2018	Teacher, admin.	Site Funded	2000-2999: Classified Personnel Salaries	LCFF - Base	12,000
3.11 Have students participate in Student Council, CREW and other leadership activities on a regular basis.	2017- 2018	Teacher, admin, staff	PTO Funded	4000-4999: Books And Supplies	General Fund	200
3.12 Administer President's Physical Fitness test for 5th grade students.	2017-2018	Teacher, admin, staff				
3.13 Review and update school-wide rules regarding playground rules, school wide expectations and behavior interventions using SEL and PBIS supports. Have a site team attend SMCOE PBIS trainings.	2017-2018	Teacher, admin, staff				
3.14 Plan school wide activities and events that promote a sense of community and belonging to our school. Variety Show, Math Night, Family Reading Night, Movie Nights, Gardening, International Potluck, Interactive PTO meetings etc.	2017-2018	Teachers, staff, admin, PTO	PTO Funded			
3.15 Hold SST meetings with parent, psychologist, counselor, speech/language, resource specialist, classroom teacher, and admin as appropriate to support student learning and behavior.	2017-2018	Teacher, admin.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.16 Provide art lessons to all students K-5th grade.	2017-2018	Teacher, admin.	Sanchez Art Grant	5800: Professional/Consulting Services And Operating Expenditures	Other	20,000
3.17 Have students be ambassadors for school tours and school events as a way to get students involved in school.	2017-2018					
3.18 Provide fieldtrips and performances to extend students' experiences for critical thinking, deductive reasoning, problem solving, and 21st Century Experiences.	2017-2018	Teachers, PTO, Admin		5000-5999: Services And Other Operating Expenditures	PTO	26,000
Provide students with a high quality FLES program in Spanish for 3 thirty minutes sessions per week for students Kinder 5th grade. Two with the FLES teacher and one 30 minute session using a computer based program.	2017-2018	Teachers, staff, admin,	District Funded	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Family Engagement
LEA GOAL:
Goal 3: Enhance student engagement by providing a well-rounded education, a positive and safe school climate, effective character education, and meaningful parent participation opportunities.
SCHOOL GOAL #4:
We will continue to develop respect and appreciation for diversity (cultural, family, physical and emotional) through community building activities and events that increase family engagement and make children want to be at school.
Data Used to Form this Goal:
Calendar of events, newsletter, parent surveys, Room parent meeting notes, SSC and ELAC agendas, student surveys
Findings from the Analysis of this Data:
We have viewed school data including suspension rates, absenteeism, and tardies. We have seen improvement, but continue to see a need to improve the number of students getting to school on a consistent basis.
How the School will Evaluate the Progress of this Goal:
We will monitor students and families involvement in school activities and events by gathering input from families, looking at attendance and tardy rates on a regular basis. We have seen that attendance has decreased a bit from 2016 to 2017 of 94.93 to 94.8 which is an increase of .17. We are meeting bi-monthly at attendance to identify chronically absent students and develop interventions that support the child and the family with getting children to school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Organize events and activities that celebrate different cultures. (Family Day, International Potluck, Book of the Month, etc.)	2017-2018	Teacher, admin, staff, PTO				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.2 Maintain relationship with Pacifica School Volunteers.to support student learning- hosting PSV/PTO meetings, PSV-Teacher meetings, etc	2017-2018	Teacher, admin.				
4.3 Provide school tours that promote the qualities of the school and district. Have student leaders participate in tours	2017-2018	Teacher, admin, staff, PTO				
4.4 Promote parent communication through school newsletters, school brochures, school news articles, school handbook, parent surveys, school marquee, and district, school, PTO websites, Facebook etc.	2017-2018	Teachers, Admin.				
4.5 Promote PTO activities and events in the school and community.	2017-2018	Parents, teachers, admin and staff				
4.6 Promote Character Education through school assemblies, Book of the Month, student recognition assemblies, and parent meetings.	2017-2018	Teachers, admin, parents, staff				
4.7 Promote an atmosphere of respect by having students and parents review and sign Anti-bullying pledge at Fall Conferences and Back to School Night and promote promote positive choices throughout the year.	2017-2018	Sunset Ridge community Teachers, staff, admin.				
4.8 Promote and hold PTO meetings 2x a month- one as a Board meeting, one as the general meeting.	2017-2018	Staff and parents				
4.9 Hold Pastries with The Principal events throughout the year to encourage parent engagement in school events and activities that support student development.	2017-2018	Admin., PTO, Staff	PTO Funded	4000-4999: Books And Supplies		500
4.10 Hold Latino Parent and other equity meetings to encourage parent engagement in school events and	2017-2018	Admin. parents, PTO				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
activities that support student development. Include Portuguese families. Make sure there are translators and materials that are translated for families.						
4.11 Hold Parent Ed meetings that focus on how parents can help their child be successful in school. (Provide childcare and food) Use leads to run meetings and restructure PTO meetings to be more interactive.	2017-2018	Teachers, admin., parents	Site Funds and grants	4000-4999: Books And Supplies	LCFF - Base	500.00
4.12 Hold Back to School Night and Back to School Conferences in the Fall to help build community and support children.	2017-2018	Teachers, staff, parents, admin				
Develop events and activities that build cultural awareness that broaden the mind, increase tolerance, and cultural empathy in students, staff, and community.	2017-2018	Teachers, Staff, parents, students, community				

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	PTO	26,000.00
4000-4999: Books And Supplies	General Fund	700.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	66,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	12,000.00
4000-4999: Books And Supplies	LCFF - Base	5,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	28,000.00
1000-1999: Certificated Personnel Salaries	Other	16,000.00
2000-2999: Classified Personnel Salaries	Other	19,000.00
4000-4999: Books And Supplies	Other	3,500.00
5800: Professional/Consulting Services And	Other	20,000.00
1000-1999: Certificated Personnel Salaries	Title I	40,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
PTO	26,000.00
General Fund	700.00
LCFF - Base	83,000.00
LCFF - Supplemental	28,000.00
Other	58,500.00
Title I	40,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	122,000.00
2000-2999: Classified Personnel Salaries	59,000.00
4000-4999: Books And Supplies	9,200.00
5000-5999: Services And Other Operating Expenditures	26,000.00
5800: Professional/Consulting Services And Operating	20,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	56,500.00
Goal 2	53,000.00
Goal 3	126,200.00
Goal 4	500.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ellie Cundiff	X				
Darlene Easterby		X			
Sydney Tyler-Parker		X			
Nataly Pikna		X			
Brenda Szarata				X	
Molly Bollich				X	
Meredith Newkirk				X	
Julie Ausiello				X	
Maria O'Campo			X		
				X	
Numbers of members of each category:	1	3	1	5	0

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

X District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Instructional Leadership Team

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10-14-16.

Attested:

Ellie Cundiff

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date