

School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Sutherland Elementary School
<b>Address</b>	550 Spring River Circle Stockton, CA 95210
<b>County-District-School (CDS) Code</b>	39685856110944
<b>Principal</b>	Elizabeth Horton
<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	5/4/2022
<b>Schoolsite Council (SSC) Approval Date</b>	5/4/2022
<b>Local Board Approval Date</b>	6/14/2022

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

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# School Vision and Mission

At Sutherland Elementary School, state and district priority standards guide staff in the school-wide goal of increasing student achievement and to create the ideal learning environment. We are committed to implementing a rigorous academic program which promotes advanced achievement for all students. Ongoing site based professional development provides teachers and support staff with the time and training to strengthen their teaching practice. We encourage and welcome parents in supporting their student in the teaching/learning process. Sutherland students develop positive citizenship and life skills through our Positive Behavior and Instructional Supports program and implementation of the Caring School Community curriculum.

The entire staff pledges itself to work towards ongoing celebration of diversity which creates a sense of community that promotes making healthy choices, challenging creativity, and enables all students to be successful, lifelong learners.

School Motto: Be Respectful. Be Responsible. Be the Best You Can Be! Be There to Learn! Because Every Day is a Great Day to be a Sea Otter!

## 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)

Additional Targeted Support and Improvement  
ATSI

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.

Our plan is to ensure all students are provided with rigorous and engaging standards based instruction. The staff of Sutherland Elementary will be provided with the resources necessary to meet the needs our diverse student population and receive on going high quality staff development. By using data, our staff will monitor student progress and intervene with additional interventions and support to students who are not making adequate progress. Goal 7 identifies staff training and resources to address chronic absenteeism and suspension in our African American subgroup.

## School Profile

Sutherland Elementary School is located at 550 Spring River Circle, Stockton, California and was dedicated by the Board of Education on December 17, 1992. We are a K-6 school serving 343 students: K=38 1st=48, 2nd=43, 3rd=48, 4th=48, 5th=60, 6th=51, and 4 SDC 1st - 6th Grade Autism classes = 21.

We are very diverse with the following primary groups: Black or African American=12.4%, Asian=39.8%, Hispanic or Latino=29.3%, White=3.4%, Socioeconomically Disadvantage=90.1%, English Learners=29.8%, Students with disabilities=13.7%, and Foster Youth/Homeless=.5%. The configuration of Sutherland includes: an administrative/kindergarten building, eight classrooms opening into a library common area, an four classroom building, an eight classroom portable, and a multipurpose room. With the extra classroom space on our campus we have a classroom dedicated to PE, our After School Program and a Sensory Room. Sutherland has a large black top area, a medium sized play structure and a large field area. Safety, cleanliness, and maintenance of our facilities are high priorities. The custodial staff regularly inspects the campus and requests repairs as needed.

Most teachers chose to work Sutherland because of their passion to help and support our high need student population. Teacher turnover at Sutherland is very low. Our teachers and staff collaborate regularly, seek out opportunities to further their learning and offer students many opportunities for academic, social and emotional support. The commitment to students is evident by the number of afterschool tutorials and Intersessions that are provided by staff. Sutherland's strong implementation of PBIS has resulted in a positive and safe school environment. Our school is comprised of 2 teachers at each grade level kindergarten through third grade, one fourth and fifth grade teacher, one 4/5 combination

teacher and 2 sixth grade teachers. We are home to 4 moderate to severe autism classes serving students first through 6th grade. Each SDC Teacher is supported in class by one to three aides as well as district support from program specialists. English Language Learners comprise 30% of our student population. Students receive 30 minutes of English Language Development everyday from their classroom teacher. Additional resources including using Rosetta Stone and native language support by our bilingual aide are also made available to students. Students identified as G.A.T.E receive differentiated instruction by their classroom teacher to offer additional challenge and complexity in their daily instruction. Sutherland partners with the Bridge Program to offer after-school services funded by a grant received by the State of California. The Bridge Program is offered daily from 2:40 to 6:00 p.m.

As an Alternative Targeted Support and Improvement School, (ATSI), the site based leadership team moved forward in implementation of the following three goals: 1.) Regular student assessment using common measures kindergarten - 6th grade. Dibels for ELA and iReady for Math. 2.) Scheduled time to review data, monitor student progress and modification instruction based on data 3). Providing teachers with relevant high quality staff development. We are in the process of implementing the Multi Tiered Instructional Support Systems, (MTSS) to improve our process of identifying and monitoring students who are struggling and systematically providing intervention to these students.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

We are held accountable to our students, parents, the District and our Board. Data from the California State Dashboard, the Dibels data, and Social Emotional Learning survey was presented to our various stakeholder groups at the end of the 2020-21 school year and the beginning of the 2021-22 year. This feedback was gathered through surveys, School Site Council meetings, Title I meetings and staff meetings. The development of our school plan reflects the feedback from all of our stakeholders in regards to this data. At our school site council meetings we review and discuss our school goals. These discussions craft the goals we set for each school year. It is from the conversations with our stakeholders that we use to guide our decision making on how funds should be spent on students to improve student achievement and success at school.

## Resource Inequities

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

- This year we identified specific assessments to get consistent across the grade level student data. Our greatest need now is to make time during the year to analyze data, discuss student progress and changes to instruction to meet the needs of our students. The lack of substitutes to hold teacher data days during the school day is a struggle, and leaves only after school time available for this important work.
- Targeted professional development that deepens staff knowledge in reading and strengthens their use of data to make instructional decisions
- Issues with attendance and the number of suspensions among our African American sub group calls for additional support and resources.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 1

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Sutherland Elementary School will show a minimum of 5% increase in proficiency on the following universal measures in English Language Arts:

- K-6 DIBELS assessment
- 2nd - 6th Grade Reading Inventory (RI)
- 3rd-6th Grade CAASPP English Language Arts
- Unique Learning Assessments 1st-6th Grade SDC students

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Scores for ELA	2021-22 To increase the number of students who will meet or exceed standard to 30%.	CAASPP Data Update not available due to changes in the Title One approval timeline.
Dibels Data	2021-22 EOY Nonsense Words Fluency increase to 30% of students meeting or exceeding standards EOY Oral Reading Fluency increase to 50% of students meeting or exceeding standards EOY Oral Reading Fluency Accuracy increase to 55% of students meeting or exceeding standards EOY Reading Comprehension increase to 30% of students meeting or exceeding standards	Due to the changes in the Title One approval process, Sutherland School is partially on track to meet the End of Year goals on Dibels. 2021-22 MOY Nonsense Words Fluency. At this time 22.25% of students are meeting or exceeding standards MOY Oral Reading Fluency - At this time 43% of students are meeting or exceeding standards MOY Oral Reading Fluency Accuracy - 61% of students are meeting or exceeding standards MOY Reading Comprehension - 31% of students are meeting or exceeding standards
Reading Inventory	2022 EOY - 21% of students will score proficient or advanced on the Reading Inventory.	2022 MOY - At this time, 16% of students are proficient or advanced on the Reading inventory.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 1 - To provide students with before school and after school tutoring to support reading.	Action/Service was fully implemented.	Time-cards for Tutoring (100 hours) 1120 Teacher Temp Title I 5000	Time-cards for Tutoring (100 hours) 1120 Teacher Temp Title I 4550
		Curriculum and other materials to support reading intervention	Curriculum and other materials to support reading intervention

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		activities. 4300 Materials Title I 482	activities. 4200 Books Title I 5851.38
<p>ELA - 2 To provide a spring intersession to students</p>	<p>Action/Service was not implemented due to impacts and effects of COVID 19 and lack of staff.</p>	<p>Handwriting without tears and Caring schools curriculum 4200 Books Title I 9078</p>	<p>Handwriting without tears and Caring schools curriculum 4200 Books Title I 3938.74</p>
<p>ELA - 3 Add 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills- phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model. The intervention teacher will support third-sixth grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.</p>	<p>Action/Service was fully implemented.</p>	<p>Time-cards for spring intersession (5 teachers for 5 days) 100 hours 1120 Teacher Temp Title I 5000</p>	<p>Time-cards for spring intersession (5 teachers for 5 days) 100 hours 1120 Teacher Temp Title I 0</p>
		<p>Supplies, curriculum for intersession 4300 Materials Title I 0</p>	<p>Supplies, curriculum for intersession 4300 Materials Title I 0</p>
		<p>Time Cards for paras to support during intersession 2120 Para Temp Title I 439</p>	<p>Time Cards for paras to support during intersession 2120 Para Temp Title I 0</p>
		<p>Benefits for teachers 3000 Benefits Title I 27334</p>	<p>Benefits for teachers 3000 Benefits Title I 27334</p>
		<p>This position is funded 50% by our site Title I funds and 50% by District Title I funds 1100 Teacher Title I 49055</p>	<p>This position is funded 50% by our site Title I funds and 50% by District Title I funds 1100 Teacher Title I 49055</p>
<p>ELA 4 To provide students with a site based summer school (2 weeks)</p>	<p>Action/Service was not implemented due to impacts and effects of COVID 19 and lack of staff.</p>	<p>Time Cards for teachers 1120 Teacher Temp Title I 3188</p>	<p>Time Cards for teachers 1120 Teacher Temp Title I 0</p>
		<p>Time Cards for paras to support during</p>	<p>Time Cards for paras to support during</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		intersession (1 para for 10 days) 2120 Para Temp Title I 878	intersession (1 para for 10 days) 2120 Para Temp Title I 0
<p>ELA 5 All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.</p> <p>AVID supplies- Teachers will implement the organizational component of AVID to support all learners.</p> <p>Every Student will have:  Binders 4th-6th  Dividers 4th-6th  Pencil boxes 1st-6th  Notebooks  Journals  Organizational materials</p>	<p>Action/Service was fully implemented.</p>	<p>Curriculum and Materials needed to support instruction 4300 Materials Title I</p> <p>Organizational supplies - Planners, binders, pencil pouches, pens, highlighters, page dividers 4300 Materials Title I 8000</p>	<p>Curriculum and Materials needed to support instruction 4300 Materials Title I 0</p> <p>Organizational supplies - Planners, binders, pencil pouches, pens, highlighters, page dividers 4300 Materials Title I 10725.76</p>
<p>ELA 6 All K- 6 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students readiness to read</p>	<p>Action/Service was fully implemented.</p>	<p>Dibels LCFF</p>	<p>Dibels LCFF</p>
<p>ELA 7 All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd- 6th grade students to obtain an independent reading Lexile level.</p>	<p>Action/Service was fully implemented.</p>	<p>Reading Inventory LCFF</p>	<p>Reading Inventory LCFF</p>
<p>ELA 8 Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected</p>	<p>Action/Service was partially implemented.</p>	<p>MTSS LCFF</p>	<p>MTSS LCFF</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.</p>			
<p>ELA 9 Universal Access time will be scheduled and protected from interruption for 30-45 minutes daily to support K-6 students at their reading level.</p>	<p>Action/Service was partially implemented.</p>	<p>Universal Access LCFF</p>	<p>Universal Access Time was scheduled. LCFF</p>
<p>ELA 10 K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.</p>	<p>Action/Service was partially implemented.</p>		
<p>ELA 11 iRead or Amplify for all K-3 students 20 minutes per day 5 days per week.</p>	<p>Action/Service was partially implemented.</p>	<p>iRead and Amplify LCFF</p>	<p>iRead and Amplify LCFF</p>
<p>ELA 12 MTSS Data Conferences: provide release time for teachers and admin: analyze the DIBELS, Reading Inventory, and CAASPP data. Collaborate, plan and respond with best practice Specialist like speech therapist, Resource</p>	<p>Action/Service was partially implemented.</p>	<p>MTSS Data Conferences Title I 1470</p>	<p>MTSS Data Conferences Title I 980</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Specialists, Intervention teacher, counselor, nurse will be a part of the meeting to use a multidisciplinary approach while looking at the whole child			
ELA 13 Purchase Educational Software to Guide Instruction (ESGI) Licenses for Kindergarten students letter naming, letter sounds and other early literacy skills needed. ESGI	Action/Service was not implemented. Site choose not to purchase software.	ESGI Licenses Title I 0	ESGI Licenses Title I 0

## Analysis

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

In English Language Arts, Sutherland School's overall implementation of strategies or activities was partially successful at this reporting period, (MOY) because Sutherland School has not met all the articulated EOY goals. In 2021-22, Sutherland School implemented the Dibels Assessment System Kindergarten through sixth grade and partially implemented the supplemental curriculum of SIPPS in Kindergarten through 3rd grade classes.

For Sutherland, the MOY K-6 DIBELS shows that our students have stayed the same from the beginning of the year to the middle of the year. Sutherland's Kindergartners and First Graders made the most gains on our Dibels Assessments. Based on our MOY Dibels scores, Sutherland is approaching the goal of 30% of students proficient on the Nonsense Words Fluency measure and 43% of students are proficient on the Oral Reading Fluency Measure, EOY 50%. Sutherland has met the MOY goals of 55% proficient on Oral Reading Fluency Accuracy and 30% of students are proficient on the Reading Comprehension measure. Overall, 40% of Sutherland's students were proficient on the DIBELS composite score. The 3rd-6th grade students were 16% proficient on the Reading Inventory. The EOY goal is 21%.

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

Overall, the strategies were partially effective. We employed a reading intervention teacher who focused on our neediest K-6 students. We began restructuring classroom schedules to incorporate a daily universal access time in the K-6 classrooms. Teachers were provided with professional development and support in the area of early literacy and the Journey's curriculum. Teachers received ongoing support with the supplemental curriculum (SIPPS) and teachers are in various stages of implementation. Lastly, the implementation of Academic Conferences began this year and it will continue as an additional action to help systematize instruction, plan for individual student needs, and ultimately impact student achievement.

Due to COVID 19, the impacts on students and staff, and staff shortages, the Spring intersession was not offered and summer school is being provided through the District.

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

At Sutherland, we set a threshold of \$5000 for material differences. For this ELA goal, we had a material difference for Action 2. We planned to provide a spring intersession to students at a proposed expenditure of \$5439 and this did not occur because a 1/3 of our staff attended the RCA conference during the spring break. We spent zero of the funds allocated to the spring intersession. When we received our final 2021-22 allocation, we reduced the amount of money in Materials and increased the amount in Books.

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.

After careful analysis, our 2022-2023 School Plan will include the following additional/revised goals: 1. Professional development in the areas of early first reading instruction. 2. The addition of a second FTE Reading Intervention teacher. 3. Re-creating the Master schedule to provide more Universal Access Time to K-3rd grade classes. 4. Continue to develop and strengthen teachers' craft in teaching SIPPS, Avid Strategies and other best practices. 5. Continue Academic Data Conferences to provide teachers with regular opportunities to analyze and reflect on data, plan and implement instruction that meets the needs of the students in their classrooms.

# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 2

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Sutherland Elementary School will show a 5% increase in proficiency on the following universal measures in Mathematics.

K- 6th Grade Mathematics iReady Universal Screener  
3rd-6th Grade CAASPP Mathematics  
Unique Learning Assessments

In addition, our students will complete an average of 8 lessons a week on Dreambox.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Math Scores % of students Meeting Standard	2021-22 Increase the number of students that will meet standard or exceed to 15%.	CAASPP Data Update not available due to changes in the Title One approval timeline.
BOY Iready Scores	2021-22 EOY To decrease the number of students who are 2 or more years below grade level to 45%.	2021-22 MOY To decrease the number of students who are 2 or more years below grade level to 38%.
BOY Dreambox Student Growth	2022 EOY To increase the number of students On Track to 25% or greater.	2022 MOY At this time 16% of our students are on track.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math 1 - To provide students with extra support in math through before and after school tutoring	Action/Service was not fully implemented to impacts and effects of COVID 19 and lack of staff.	Time-cards for before and after school tutoring (100 hours) 1120 Teacher Temp Title I 5000	Time-cards for before and after school tutoring (100 hours) 1120 Teacher Temp Title I 5000
		Curriculum and materials to support teaching 4300 Materials Title I 0	Curriculum and materials to support teaching 4300 Materials Title I 376.45
Math 2 - To provide a spring Intersession to students with additional instruction in math.	Action/Service was not implemented to impacts and effects of COVID 19 and lack of staff.	Time cards for teachers (This cost is captured in Goal 1, Strategy 2) 1120 Teacher Temp Title I 0	Time cards for teachers (This cost is captured in Goal 1, Strategy 2) 1120 Teacher Temp Title I 0
		Time cards for teachers (This cost is captured in Goal 1, Strategy 2) 2120 Para Temp Title I 0	Time cards for teachers (This cost is captured in Goal 1, Strategy 2) 2120 Para Temp Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Time cards for teachers (This cost is captured in Goal 1, Strategy 2) 4300 Materials Title I 0	Time cards for teachers (This cost is captured in Goal 1, Strategy 2) 4300 Materials Title I 0
Math - 3 To provide opportunities to students to learn and apply math skills in real life situations	Action/Service was not fully implemented to impacts and effects of COVID 19 and lack of staff. Bricks for Kids was paid out of a different fund and The Paper Airplane Guy was not booked.	Hire service providers who provide student led activities in math and science - including the Bricks for Kids program and the Paper Airplane Guy 5800 Prof and Operating/Consultants Title I 1000	Hire service providers who provide student led activities in math and science - including the Bricks for Kids program and the Paper Airplane Guy 5800 Prof and Operating/Consultants Title I 0
		Time Cards for after school Coding Class using Spheros. (2 teachers for 15 hours) 1120 Teacher Temp Title I 1500	Time Cards for after school Coding Class using Spheros. (2 teachers for 15 hours) 1120 Teacher Temp Title I 0
MATH 4 To provide students a 2 week site based summer school	Action/Service was not implemented to impacts and effects of COVID 19 and lack of staff.	Time Cards (This cost was captured in Goal 1, Strategy 4) 1120 Teacher Temp Title I 0	Time Cards (This cost was captured in Goal 1, Strategy 4) 1120 Teacher Temp Title I 0
		Time cards (This cost was captured in Goal 1, Strategy 4) 2120 Para Temp Title I 0	Time cards (This cost was captured in Goal 1, Strategy 4) 2120 Para Temp Title I 0
		Curriculum and Materials (This cost was captured in Goal 1, Strategy 4) 4300 Materials Title I 0	Curriculum and Materials (This cost was captured in Goal 1, Strategy 4) 4300 Materials Title I 0
MATH 5 All k-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all k-6 grade students to correlate the students proficiency to the California State Common Core Math Standards	Action/Service was fully implemented.	iReady Screener LCFF	iReady Screener LCFF
MATH 6 All k-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and	Action/Service was fully implemented.	Dreambox LCFF	Dreambox LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
monitor goals of 8 lessons per week.			
<p>MATH 7 MTSS Data Conferences: provide release time for teachers and admin:</p> <ol style="list-style-type: none"> <li>1. Analyze universal screeners iReady and CAASPP Math data.</li> <li>2. Collaborate, plan and respond with best practice</li> <li>3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child</li> </ol> <p>Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly</p>	Action/Service was fully implemented.	Cost Covered in Goal 5 - Professional Development 1150 Teacher Sub Title I 0	Cost Covered in Goal 5 - Professional Development 1150 Teacher Sub Title I 0

## Analysis

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

In Math, Sutherland School's overall implementation of strategies or activities was partially successful because at this reporting time period (MOY) Sutherland School has met most of the articulated goals. Since our Title 1 approval time line was changed, Sutherland School is on target for meeting most (EOY)goals.

For K-2 grade students, there is insufficient usage on Dreambox to show growth. For our 3rd to 6th grade students over 35% are On Track on Dreambox. For iReady, 15 of our K-2nd grade students are On Grade Level and 25 of our 3rd - 5th grade students are on Grade level.

The following actions/services were not implemented due to the effects of COVID 19 on the school sites: Spring Intersession.

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

After analyzing the iReady and Dreambox Data points, our site's plan was partially effective. Sutherland students overall are holding steady. There is no increase or decrease in the number of students improving from the BOY to the MOY.

The iReady data reported that 7% fewer students are 2 years or more below grade level, (BOY 45% to MOY 38%). Overall on Dreambox, 16% of Sutherland students are On Track for meeting grade level standards. This increases when looking at our 3rd-5th grade students to 35% which exceeds our EOY goal of 25% On Track. Due to a change in the

Title One approval time lines, the CAASPP assessment had not been completed at the time of this program evaluation was written. We did not have data to report.

Overall, the strategies were partially effective. We provided tutoring 4 days a week for 1 hour after school but it was not specifically targeted to math. Sutherland was able to offer Jump Into Math for 3rd grade. Sutherland implemented the iReady Universal Screener to track student progress and professional development was provided to teachers on this assessment system. The implementation of Academic Conferences was started this school year however the focus was on reading and language arts.

Non Effective Implementation:

Sutherland was not able to offer a spring intersession. Due to COVID-19, student and staff absences, had a significant impact on student progress.

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

At Sutherland , we set a threshold of \$5000 for material differences. For this math goal, there were not any actions that had a material difference of \$5000.

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.

After careful analysis of the plan for math, it is evident that Sutherland School will need to 1. Effectively implement the new math curriculum, 2. Support teacher capacity by providing professional development and 3. Continue the strategies that are outlined in the SPSA plan for Math.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 3

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Sutherland Elementary School will show a 5% or more increase in proficiency or an increase in growth for our English Learners on the following universal measures in English Language Arts:  
 K-6 DIBELS assessment  
 2nd - 6th Grade Reading Inventory (RI)  
 3rd-6th Grade CAASPP English Language Arts

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Scores Percentage of English Language Learners meeting standards in ELA and Math.	2021-22 To increase the percentage of EL students in meeting standard in ELA to 16% and in math to 12% in grades 3-6.	CAASPP Data Update not available due to changes in the Title One approval timeline.
ELPAC Scores Percentage of students scoring 3 or 4 on the test	2021-22 To increase by 15% or more of students scoring a 4 on the ELPAC Summative Test.	ELPAC Data Update not available due to changes in the Title One approval timeline.
DIBELS	2021-22 EOY Nonsense Words Fluency increase to 30% of students meeting or exceeding standards EOY Oral Reading Fluency increase to 30% of students meeting or exceeding standards EOY Oral Reading Fluency Accuracy increase to 35% of students meeting or exceeding standards EOY Reading Comprehension increase to 15% of students meeting or exceeding standards.	2021-22 MOY Nonsense Words Fluency 26% of students are meeting or exceeding standards and approaching the EOY goal of 30%. MOY Oral Reading Fluency 46% of students are meeting or exceeding standards and this exceeds our EOY goal. MOY Oral Reading Fluency Accuracy 61% of students are meeting or exceeding standards and this exceeds our EOY goal. MOY Reading Comprehension 28% of students are meeting or exceeding standards and this exceeds our EOY goal.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELD 1 - English Language Learners will have the opportunity to attend a site based summer school.	Action/Service was not implemented to due impacts and effects of COVID 19 and lack of staff.	Time Cards for teachers (This cost was captured in Goal 1, Strategy 4) 1120 Teacher Temp Title I 0	Time Cards for teachers (This cost was captured in Goal 1, Strategy 4) 1120 Teacher Temp Title I 0
		Time Cards for Paraprofessionals (This cost was captured in	Time Cards for Paraprofessionals (This cost was captured in

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Goal 1, Strategy 4) 2120 Para Temp Title I 0	Goal 1, Strategy 4) 2120 Para Temp Title I 0
ELD 2 - Provide instructional English Language Arts coaching /ELD Coach and support to teachers in the regular and special education classrooms with a focus on early literacy k-3	Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff.	Curriculum and materials (This cost was captured in Goal 1, Strategy 4) 4300 Materials Title I 0	Curriculum and materials (This cost was captured in Goal 1, Strategy 4) 4300 Materials Title I 0
ELD 3 - Students scoring Level 1 or 2 will be provided with Rosetta Stone before or after school.	Action/Service was not implemented due to impacts and effects of COVID 19 and lack of staff.	Time cards for teachers to work afterschool with ELA or ELD coach. (20 hours) 1120 Teacher Temp Title I 1000	Time cards for teachers to work afterschool with ELA or ELD coach. (20 hours) 1120 Teacher Temp Title I 0
ELD 4 English Language Learners will be provided with the opportunity to attend the spring intersession.	Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff.	Time Cards (20 hours) 1120 Teacher Temp Title I 1000	Time Cards (20 hours) 1120 Teacher Temp Title I 0
		Time-cards - (This cost was captured in Goal 1, Strategy 2). 1120 Teacher Temp Title I 0	Time-cards - (This cost was captured in Goal 1, Strategy 2). 1120 Teacher Temp Title I 0
		Time-cards - (This cost was captured in Goal 1, Strategy 2). 2120 Para Temp Title I 0	Time-cards - (This cost was captured in Goal 1, Strategy 2). 2120 Para Temp Title I 0
Curriculum and other materials needed to support instruction - (This cost was captured in Goal 1, Strategy 2). 4300 Materials Title I 0		Curriculum and other materials needed to support instruction - (This cost was captured in Goal 1, Strategy 2). 4300 Materials Title I 0	Curriculum and other materials needed to support instruction - (This cost was captured in Goal 1, Strategy 2). 4300 Materials Title I 0
ELD 5 All k-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.	Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff.	30 Minutes ELD LCFF	30 Minutes ELD LCFF



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELD 6 Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.</p>	<p>Action/Service was implemented.</p>	<p>Academic Data Conferences - This cost was captured in Goal 5, Action 3) Title I 3675</p>	<p>Academic Data Conferences Title I 1470</p>
<p>ELD 7 Universal Access time will be scheduled and protected for 30-45 minutes daily to support K-6 students at their reading level.</p>	<p>Action/Service was partially implemented.</p>	<p>Universal Access Time LCFF</p>	<p>Universal Access Time LCFF</p>
<p>ELD 8 K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.</p>	<p>Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff.</p>	<p>Implementation of SIPPS LCFF</p>	<p>Implementation of SIPPS LCFF</p>
<p>ELD 9 iRead or Amplify for all K-3 students 20 minutes per day 5 days per week.</p>	<p>Action/Service was partially implemented.</p>	<p>Implementation of iRead and Amplify LCFF</p>	<p>Implementation of iRead and Amplify LCFF</p>
<p>ELD 10 MTSS Data Conferences: provide release time for teachers and admin: 1 analyze the DIBELS, Reading Inventory, and CAASPP data.</p>	<p>Action/Service was implemented.</p>	<p>Academic Data Conferences (Cost covered in Action 6) 0</p>	<p>Academic Data Conferences (Cost covered in Action 6) Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2. Collaborate, plan and respond with best practice 3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be a part of the meeting to use a multidisciplinary approach while looking at the whole child			
ELD 11 Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies: 1. object posted 2. Front loading vocabulary 3. Using complete sentences 4. Think- pair - shared choral responses 5. Sentence frames 6. Use higher order questioning 7. Use wait time	Action/Service was partially implemented.	ELD and AVID Strategies	ELD and AVID Strategies LCFF
ELD 12 Embed ELD support from the Bilingual para-educators	Action/Service was partially implemented.	ELD Support from Bilingual Aide	ELD Support from Bilingual Aide LCFF

## Analysis

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

Sutherland School's overall implementation of strategies or activities to support the academic performance of English Language Learners was successful at this reporting period, (MOY) because Sutherland School has met/almost met all of the articulated goals for the EOY. Sutherland School created schedules to include 30 minutes of designated ELD and bilingual support. Ongoing Professional Development was provided on early first literacy and English Language Development strategies. Teachers were provided with release time to examine student data with specific emphasis on our English Learner subgroup.

The following actions/services were not implemented due to the effects of COVID 19 on the school sites: After school Rosetta Stone Class, Spring Intersession and Summer School.

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

After analyzing the Dibels Data, our site's plan was effective, even though we did not offer all the services originally identified in our plan. Overall 42% of Sutherland's EL students were proficient on the DIBELS composite score. Due to a change in the Title One approval time lines, the CAASPP and ELPAC assessments had not been completed at the time of this program evaluation was written.

Overall, the strategies were effective, especially utilizing our Bilingual Aide to target our neediest English Language Learners. Implementing the Dibels and iReady Assessment systems allowed us to track student progress and the implementation of the Academic Data Conferences provided teachers release time to analyze data and plan for the specific needs of our English Language Learners.

Non Effective Implementation:

Due to COVID-19 and ramifications of student and staff absences, we were not able to offer a spring intersession, summer school, or Rosetta Stone.

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

At Sutherland , we set a threshold of \$5000 for material differences. For this English Language Learner goal, there were not any actions that had a material difference of \$5000.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan, including professional development in early literacy using the Multi- Tiered System of Support framework. The implementation of an evidence based supplemental reading program for all students K-3 and offering extended learning opportunities. In addition, we need to strengthen our 30 minute ELD instruction and provide additional support and resources to our bilingual aide. Quarterly professional development on effective ELD strategies will be offered to staff and there will be monitoring of its implementation.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 4

Sutherland Elementary School will increase parent involvement at school meetings, events and conferences.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Thought Exchange Data Fall 2021	2022 EOY Thought Exchange - To increase participation to 5%.	EOY Thought Exchange Data not available due to changes in the Title One approval timeline.
Sign In Sheets from Conferences, Meetings and Events	2021-2022 Increase attendance to conferences to 75% or greater.	2021-2022 Conference Attendance 70%
Participation in Second Harvest	2022 EOY 100 Families will participate in food distribution program.	MOY 90 families or more participate each month.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 1 To increase school to home communication.	Action/Service was partially implemented.	Phone calls to families (30 hours) 2420 Clerical Temp Title I: Parent Involvement 495	Phone calls to families (30 hours) 2420 Clerical Temp Title I: Parent Involvement 0
		Time cards for paraprofessionals to make phone calls, translate at meeting and translate flyers/other information (2 paras, 20 hours total) 2120 Para Temp Title I: Parent Involvement 660	Time cards for paraprofessionals to make phone calls, translate at meeting and translate flyers/other information (2 paras, 20 hours total) 2120 Para Temp Title I: Parent Involvement 50
		Benefits - classified and certificated 3000 Benefits Title I: Parent Involvement 522	Benefits - classified and certificated 3000 Benefits Title I: Parent Involvement 5
PI 2 - Provide Jump in English Classes	Action/Service was implemented.	Jump in to English program 5800 Prof and Operating/Consultants Title I: Parent Involvement 0	Jump in to English program 5800 Prof and Operating/Consultants Title I: Parent Involvement 1260.00
		Refreshments for meetings 4325 Food For	Refreshments for meetings 4325 Food For

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Meetings Title I: Parent Involvement 60	Meetings Title I: Parent Involvement 0
		Resources and Curriculum 4300 Materials Title I: Parent Involvement 1200	Resources and Curriculum 4300 Materials Title I: Parent Involvement 0
PI 3 - To hold SSC, ELAC, PTO meetings and parent information nights	Action/Service was implemented.	Refreshments 4325 Food For Meetings Title I: Parent Involvement 0	Refreshment 4325 Food For Meetings Title I: Parent Involvement 0
		To time card teachers to present activities and information to families 1120 Teacher Temp Title I: Parent Involvement 482	To time card teachers to present activities and information to families 1120 Teacher Temp Title I: Parent Involvement 450
		Presenters and assemblies 5800 Prof and Operating/Consultants Title I: Parent Involvement 500	Presenters and assemblies 5800 Prof and Operating/Consultants Title I 0

## Analysis

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

In Parental Involvement, Sutherland School's overall implementation of strategies or activities was partially successful at this reporting period, (MOY) because Sutherland School has not met most/all of the articulated EOY goals. Sutherland School had trouble implementing the following strategies (parent information nights and additional phone calls) because of impacts and effects of staffing due to COVID 19. At this reporting time, Sutherland School had successfully implemented Jump Into English and a Family Math Night. At this time there has not been a Spring District Thought Exchange for parents. Additional outreach and communication was employed resulting in an increase in attendance at student conferences, but not to the extent that was originally planned.

Due to COVID 19 and the ramifications on student and staff, staff shortages - we did not seek out presenters to meet with our parents and did not need the additional support of translating or refreshments.

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

The overall effectiveness in our outreach to families was demonstrated in our parent attendance for fall conferences. Parent participation in Jump into English was small (5 parents) and our family math night (21 families) were partially effective. Due to COVID 19 and the limitations it presented to hosting events on campus, parent participation at our Title I and ELAC meetings was low (10 parents or less).

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

At Sutherland, we set a threshold of \$5000 for material differences. For this Parent Involvement goal, there were not any actions that had a material difference of \$5000.

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.

With respect to the challenges that COVID 19 added, we need to fully implement the actions and strategies that are outlined in the plan, including regular phone calls/communications to families, outreach and promotion of parent classes and resources. Schedule and promote regular parent information nights and meetings.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 5

To provide ongoing, high quality professional development to teachers to enhance their knowledge and learning of best practices in Language Arts, Math, English Language Development and AVID strategies.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA CAASPP Scores	2021-2022 To increase the numbers of students meeting or exceeding standards to 30% on the 2022 CAASPP.	CAASPP Data update not available due to changes in the Title One approval timeline.
Math CAASPP Scores	2021-2022 To increase the number of students meeting or exceeding standards to 20% on the 2022 CAASPP.	CAASPP Data update not available due to changes in the Title One approval timeline.
2020-21 Number of Hours of professional development for Staff	2021-2022 The staff will participate in 200 or more hours of professional development.	MOY reporting - The Staff of Sutherland has participated in 270 hours of professional development.

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD 1 - All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers	Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff.	Reading Academy - 3 teacher spots for virtual learning academy. 5800 Prof and Operating/Consultants Title I 1800	Reading Academy - 3 teacher spots for virtual learning academy. 5800 Prof and Operating/Consultants Title I 0
		Time cards for reading academy 6 modules x 4 hours x 3 teachers (72 hours) 1120 Teacher Temp Title I 3600	Time cards for reading academy 6 modules x 4 hours x 3 teachers (72 hours) 1120 Teacher Temp Title I 0
		RCA Training in Atlanta, PBIS conference, Avid Conference , CASL 5220 Conference Title I 7000	RCA Training in Atlanta, PBIS conference, Avid Conference , CASL 5220 Conference Title I 12357
		Flights, hotels and food voucher for 5 teachers to visit the Ron Clark Academy, CASL 5712	Flights, hotels and food voucher for 5 teachers to visit the Ron Clark Academy, CASL 5712

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Transportation Title I 8800	Transportation Title I 8800
PD 2 - To support teachers by providing them with substitute time to meet with their colleagues, coaches, supervisors and observe their peers.	Action/Service was partially implemented due to impacts and effects of COVID 19 and lack of staff.	Substitutes for teachers to attend conferences or PD (20 subs) 1150 Teacher Sub Title I 6000	Substitutes for teachers to attend conferences or PD (20 subs) 1150 Teacher Sub Title I 6000
PD - 3 Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3	Action/Service was partially implemented due to impacts and effects of COVID 19 and lack of staff.	Time card for substitutes (15 days) 1150 Teacher Sub Title I 3675	Time card for substitutes (15 days) 1150 Teacher Sub Title I 3675
		Subs for teachers to attend site based data analysis and planning pull out days. (15 subs) 1150 Teacher Sub Title I 3675	Subs for teachers to attend site based data analysis and planning pull out days. (15 subs) 1150 Teacher Sub Title I 3675
		Time cards for after school professional development (19 teachers x 3 hours) 1120 Teacher Temp Title I 3000	Time cards for after school professional development (19 teachers x 3 hours) 1120 Teacher Temp Title I 3000

## Analysis

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

In Professional Development, Sutherland School's overall implementation of strategies or activities was successful because at this reporting period (MOY), Sutherland School has met most/all of the articulated EOY goals. Teachers have or will have participated in three Academic Data Conferences in 2021-22. The entire staff has participated in after school professional development on Dibels, iReady and English Language Development strategies. Nine staff members attended the Ron Clark Academy and 3 other teachers will attend conferences that support the needs of their classroom/students. Pull out days for K-3 teachers also included training in SIPPS.

Since our Title 1 approval time line was changed, Sutherland School is still on target for meeting all (EOY)goals.

Sutherland did not implement the CORE Reading Academy - there was no teacher interest to take this online course.

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

Sutherland School was overall very effective in implementing the strategies and actions identified in our plan. A third of our teachers attended at least one conference this year. Staff participated in or will participate in 3 release days and over 270 hours of after school professional development.

Non Effective Implementation: Teacher participation in the CORE Online Reading Academy. Due to COVID 19 and the challenges this added to the workplace, teachers were not interested, did not have the time, or felt stressed and opted to not utilize the time allocated to work with the ELD coach or CORE consultant.



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

At Sutherland, we set a threshold of \$5000 for material differences. For the Professional Development Goal, Action 1, there was a material difference of greater than \$5000. We did not have any teachers participate in the CORE Online Reading Academy so zero of this money was spent. This \$5000 was moved in February when the Final Budget allocation was made to pay the difference in the cost to send teachers to the RCA conference. (Originally budgeted for \$7000 and the actual was \$12,357.)

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 successful implementation of the Professional Development plan was a result of understanding the needs of teachers and this will continue next year. In addition, Sutherland will continue to strengthen the craft of teaching literacy skills and provide continued additional professional development in early literacy using the Multi-Tiered System of Support framework. Continued support and training will be offered K-3 for their implementation of an evidence based supplemental reading program for all students and targeted support for our sub groups of students. All teachers will be provided with training in the new math adoption and ongoing support with the Caring School Community curriculum.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 6

To improve school climate so that students have a safe, respectful and orderly learning environment.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2020-21 California State Dashboard % of students chronically absent	Decrease the number of chronically absent students to under 30%.	California Dashboard is not available due to changes in the Title One approval timeline.
2020-21 California State Dashboard number of students suspended	Decrease the number of students suspended to under 2.	MOY - We did not meet this goal. At this time 11 students have been suspended for a total of 40 days of suspension.
2020-21 SEL Survey	2022 EOY To increase the number of students who feel that they can be successful at school to 55% on the District Panorama Survey.	2022 MOY There was an increase from 48% students feeling successful to 51% on the District Panorama SEL Survey.

## Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
SC - 1 School Assemblies to promote a positive school climate	Action/Service fully implemented	Academic Assemblies and other activities 5800 Prof and Operating/Consultants Title I 3500	Academic Assemblies and other activities. 5800 Prof and Operating/Consultants Title I 1861.69
SC - 2 To support PBIS Tier 1, Tier 2, & Tier 3 Behavior, Attendance and Academic student interventions and supports.	Action/Service fully implemented	To make calls and to reach out to families who are struggling with attendance and participation. 2420 Clerical Temp Title I 658	To make calls and to reach out to families who are struggling with attendance and participation. 2420 Clerical Temp Title I 0
		Supplies to support check in system, incentives, PBIS display materials, banners and books. 4300 Materials Title I 0	Supplies to support check in system, incentives, PBIS display materials, banners and books. 4300 Materials Title I 1395
SC - 3 Incentive activities to promote Perfect Attendance, academics and good behavior.	Action/Service partially implemented	Academic Study Trips - Including trips to colleges, museums and performing arts. 5872 Field Trips Title I 3000	Academic Study Trips - Including trips to colleges, museums and performing arts. 5872 Field Trips Title I 1657

## Analysis

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

Sutherland School's overall implementation of the School Climate Goal was partially successful. Using strategies and activities identified in the plan, Sutherland School was able to fully implement all three Tiers of PBIS and will be applying for Gold Recognition. Students have been able to attend a variety of assemblies and work with consultants to extend their learning and enrich their school experience. Utilizing our Caring Schools Community we have seen an increase on the Panorama Survey in some indicators on the Panorama SEL Survey. However, student attendance for the MOY is 85% and the number of suspensions has increased.

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

After analyzing attendance rates, suspension rates and student panorama data, our site's plan was partially effective. COVID 19 had significant impact on student attendance. BOY year data on chronically absent students was 85% and has stayed the same into the MOY. The baseline data on suspensions from 2020-21 was based on a total of 41 days of students on campus with 2 suspensions. As of MOY 2022 - there has been 11 student suspensions. The Panorama Survey showed an improvement in how students perceive their success at school from BOY to MOY from 48% to 51% and the EOY target is 55%.

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

At Sutherland, we set a threshold of \$5000 for material differences. For this School Climate goal, there was not any actions that had a material difference of \$5000.

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.

After careful review, we need to continue the strategies that are outlined in the plan including strengthening our implementation of PBIS, providing more student incentives and opportunities. In addition, we will be implementing the RCA House system to build student relationships, improve behavior and school climate. More time and resources will go to meeting the needs of our chronically absent students. Continued professional development in SEL.

# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 7

Sutherland Elementary will improve on one or more indicators in the student group, African American Students, from red to orange, on the California Department of of Education Dashboard for the 2021-22 school year. Administration and teachers will be given opportunities to collaborate and analyze data in each of the indicators. Based upon needs, Sutherland will provide training and professional development for administration, teachers and school staff to increase knowledge of instructional strategies and student engagement to improve student outcomes.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018-19 Chronic Absenteeism	Move to Orange on the dashboard for African American Students	California Dashboard update not available due to changes in the Title One approval timeline.
2018-19 Suspension Rate	Move to Orange on the dashboard for African American Students	California Dashboard update not available due to changes in the Title One approval timeline.

## Strategies/Activities for Goal 7

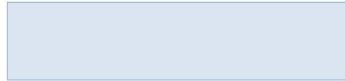
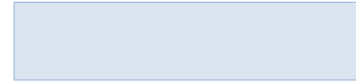
Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ASTI 1 - To identify students who will benefit from the Tier 2 levels of student supports and interventions targeting attendance and behavior.	Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff.	Curriculum, books, planners, 4300 Materials Title I 666	Curriculum, books, planners, 4300 Materials Comprehensive Support and Improvement 666
ATSI 2 - Professional Development	Action/Service was fully implemented.	This cost was captured in Goal 5,Action 1 5220 Conference Comprehensive Support and Improvement 0	This cost was captured in Goal 5,Action 1 5220 Conference Comprehensive Support and Improvement 0
ASTI -3 Provide time for teachers and staff to collaborate during the work day. This time will focus on reviewing and analyzing data regarding instructional practices and engagement strategies and its effect on each of the indicators. Based on this information teachers will be given time to plan and prepare instruction.	Action/Service was partially implemented.	This cost was captured in Goal 5,Action 3 1150 Teacher Sub Comprehensive Support and Improvement 0	This cost was captured in Goal 5,Action 3 1150 Teacher Sub Comprehensive Support and Improvement 0

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**



## Analysis

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

Sutherland School's overall implementation of strategies/activities that were identified in this goal to support our African American subgroup was partially successful. Sutherland School was able to fully implement all three Tiers of PBIS which supported the African American Sub group. African Americans represent 12.4% of the school population. Of the 11 students suspended schoolwide, 3 were African American or 27% of total suspended students. But only represent 12.5% the total number of days suspended. Students have been able to attend a variety of assemblies and work with consultants to extend their learning and enrich their school experience. As of MOY, overall school attendance continued at 85% and for the African American subgroup it was 68.8% which is a marginal improvement from the BOY of 64.5%. Teachers were provided release time during the school year and after school PD opportunities to look at data on this sub group and make plans to support their academic, behavioral and social emotional needs.

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

After analyzing attendance rates, suspension rates and Panorama SEL data, our site's plan was partially effective. COVID 19 had significant impact on student attendance. 26 of the 48 African American students are chronically truant missing greater than 10% of the school year. The baseline data on suspensions from 2020-21 was based on a total of 41 days of students on campus with 2 suspensions. As of MOY 2022 - there has been 11 suspensions and 3 of the students were African American. Reviewing our fall and winter Panorama SEL survey showed that our African American sub group had an increase in self efficacy (feeling successful in school) but a decrease in positive feelings and self awareness.

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

Sutherland School set a threshold of \$5000 for material differences. For this ASTI goal, there were not any actions that had a material difference of \$5000.

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.

After careful review, we need to implement and continue the strategies that are outlined in the plan including strengthening our implementation of PBIS, providing more student incentives and opportunities. In addition, we will be implementing the RCA House system to build student relationships, improve behavior and school climate. More time and resources will go to meeting the needs of our chronically absent students and we will continued professional development in SEL.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Sutherland Elementary School will show a minimum of 5% increase in proficiency on the following universal measures in English Language Arts:

K-6 DIBELS assessment

2nd - 6th Grade Reading Inventory (RI)

3rd-6th Grade iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

Unique Learning Assessments 1st-6th Grade SDC students

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

This goal is based on disaggregated data from 2021-2022 school from the universal measures DIBELS, Reading Inventory and CAASPP data.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Scores for ELA	25% of students scored proficient or above on the 2020-21 ELA CAASPP Test.	Increase the proficiency levels by 5% over the 2021-22 School Year.
Dibels Data	2021-22 MOY DIBELS Composite Score Well Below - Below - At or Above Benchmark Kindergarten 58% - 6% - 36% First Grade 53% - 20% - 27% Second Grade 53% - 17% - 30% Third Grade 55% - 12% - 33% Fourth Grade 21% - 17% - 62% Fifth Grade 36% - 15% - 49% Six Grade 42% - 13% - 45%	Increase the proficiency levels by 5% over the 2022-23 School Year. MOY DIBELS Composite Score Kindergarten First Grade Second Grade Third Grade Fourth Grade Fifth Grade Six Grade
Reading Inventory	2021-22 MOY Reading Inventory - 19% Proficient or Advanced. 30% Basic 18% Below Basic 33% Far Below Basic	Increase the proficiency levels by 5% over the 2022-23 School Year on the Reading Inventory.

# Planned Strategies/Activities

## Strategy/Activity 1

ELA 1 - To provide students with before school and after school tutoring to support reading.

### Students to be Served by this Strategy/Activity

All students

### Timeline

September 2022 - May 2023

### Person(s) Responsible

Principal  
Teachers  
Para-educators

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	16800
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time-cards for Tutoring Sept 2022-May 2023 (3 teachers, 4 days a week for 1 hour)
<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Curriculum and other materials to support reading intervention activities.
<b>Amount</b>	4634
<b>Source</b>	Title I
<b>Budget Reference</b>	4200 Books
<b>Description</b>	Handwriting without tears and Caring schools curriculum
<b>Amount</b>	4273
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Payroll Benefits

## Strategy/Activity 2

ELA - 2 To provide a spring intersession to students

## Students to be Served by this Strategy/Activity

All students

## Timeline

March 2022

## Person(s) Responsible

Principal  
Teachers  
Para-educators

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	11376
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Half Day teaching for spring intersession (6 Teachers)
<b>Amount</b>	198
<b>Source</b>	Title I
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	Time Cards for paras to support during intersession
<b>Amount</b>	2894
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Teachers Benefits
<b>Amount</b>	51
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Para Benefits

## Strategy/Activity 3

ELA - 3 Add 0.5 FTE to our existing staff to support our K-2 students who need additional support with early reading skills- phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model. The intervention teacher will support third-sixth grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.

## Students to be Served by this Strategy/Activity

Students identified at risk of or not meeting standards.

## Timeline



August 2022 - May 2023

### Person(s) Responsible

Principal  
Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	18025
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for teachers
Amount	49055
Source	Title I
Budget Reference	1100 Teacher
Description	Reading Intervention teacher

### Strategy/Activity 4

ELA 4 - All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines (SIPPS). Professional development with Consortium on Reading Excellence in Education (CORE) trainers to support implementation of SIPPS

### Students to be Served by this Strategy/Activity

Kindergarten - 3rd Grade

### Timeline

May 2022

### Person(s) Responsible

Administrators  
Teachers  
Support Staff

### Proposed Expenditures for this Strategy/Activity

Source	LCFF
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### Strategy/Activity 5

ELA 5 - All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.

AVID supplies- Teachers will implement the organizational component of AVID to support all learners.

Every Student will have:

Binders K-6th

Dividers K-6th

Pencil boxes 1st-6th

Notebooks

Journals

Organizational materials

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2022 - May 2023

### Person(s) Responsible

Principal  
Teachers  
Support Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Organizational supplies - Planners, binders, pencil pouches, pens, highlighters, page dividers
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	4328 Warehouse Supplies
<b>Description</b>	Paper and other supplies to support the implementation of AVID strategies

### Strategy/Activity 6

ELA 6 - All K- 6 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students readiness to read

### Students to be Served by this Strategy/Activity

All Students K-6th Grade

### Timeline

August 2022  
January 2023  
May 2023

### Person(s) Responsible

Principal  
Vice Principal  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	LCFF
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## Strategy/Activity 7

ELA 7 - All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd- 6th grade students to obtain an independent reading Lexile level.

### Students to be Served by this Strategy/Activity

All 2nd-6th grade students

### Timeline

August 2022  
January 2023  
May 2023

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

## Strategy/Activity 8

ELA 8 - Administrators and teachers' will use the Universal Data Collection Template. Data will be collected . Teachers and all support staff including the speech therapist, resource specialists, intervention teachers, counselor, and nurse will disaggregate and analyze student performance using a Universal Data Reflection Template at the BOY, MOY and EOY. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data using a multidisciplinary approach while looking at the whole child.

### Students to be Served by this Strategy/Activity

All students

### Timeline

BOY 2022  
MOY 2023  
EOY 2023

### Person(s) Responsible

Principal  
Vice Principal  
Teachers  
Support Staff

### Proposed Expenditures for this Strategy/Activity

Amount

1200

Source

Title I

Budget Reference

1150 Teacher Sub

Description

Substitutes so teachers can attend Academic Data Conferences (6 Substitutes)

<b>Amount</b>	329
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Benefits for subs

### Strategy/Activity 9

ELA 9 - Universal Access time will be scheduled and protected from interruption for 60-90 minutes daily to support K-6 students at their reading level.

#### Students to be Served by this Strategy/Activity

Kindergarten - 3rd Grade

#### Timeline

August 2022 - May 2023

#### Person(s) Responsible

Principal  
 Vice Principal  
 Teachers  
 Reading Intervention Teachers  
 Resource Teacher  
 Bilingual Aide

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 10

ELA 10 - K-3 teachers will use the reading program Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One best practice. SIPPS instruction will be given at the specific grade level: Kinder will start with the Beginning level, First Grade will start at lesson 40 in the Beginning Level Book and begin Extension, Second Grade will finish the Extension Level and Third grade will use Challenge. The intervention teacher will pull out students who need a Tier 2 level of support.

#### Students to be Served by this Strategy/Activity

K-3 students,  
 Plus students who need additional Tier 2 support in early reading development  
 3rd grade whole class SIPPS/intervention supporting tier 2 students

#### Timeline

August 2022 - May 2023

#### Person(s) Responsible

Principal  
 Vice Principal  
 Teachers

#### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 11

ELA 11 - iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

### Students to be Served by this Strategy/Activity

K-3 students

### Timeline

August 2022 - May 2023

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

## Strategy/Activity 12

ELA 12 - Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2022 - May 2023

### Person(s) Responsible

Administrators  
Teachers

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

## Strategy/Activity 13

ELA 13 - All 3-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards

### Students to be Served by this Strategy/Activity

All 3rd-6th Grade Students

### Timeline

August 2022  
January 2023  
May 2023

### Person(s) Responsible

Principal  
3rd-6th Grade Teachers  
Reading Intervention Teachers

**Proposed Expenditures for this Strategy/Activity**

Source

LCFF

**Strategy/Activity 14**

ELA - 14 Kindergarten will assess students letter naming, letter sounds three times a year (Illuminate)

**Students to be Served by this Strategy/Activity**

Kindergarteners

**Timeline**

BOY 2022  
MOY 2023  
EOY 2023

**Person(s) Responsible**

Kindergarten teachers  
Reading Intervention teachers

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 15**

ELA 15 - To implement PBIS expectations in the classroom to create a safe, orderly, and positive learning environment which supports all students.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

August 2022 - May 2023

**Person(s) Responsible**

All Staff

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 16**

ELA 16 - All teachers will consistently implement the Caring Schools Community Curriculum during the classroom day and/or during House meetings.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

August 2022 - May 2023

**Person(s) Responsible**

All Staff

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Sutherland Elementary School will show a 5% increase in proficiency on the following universal measures in Mathematics.

K- 6th Grade Mathematics iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

Unique Learning Assessments

In addition, our students will complete an average of 8 lessons a week on Dreambox.

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

2021 CAASPP Math Scores

2021 BOY iReady Scores

2021 BOY Dreambox Scores

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Math Scores % of students Meeting Standard	2020-21 CAASPP Math Scores - 10% of students Met Standard or exceeded standards.	Increase the proficiency levels by 5% over the 2022-23 School Year.
BOY Iready Scores	2022 MOY Iready 13% of students are at grade level	Increase the proficiency levels by 5% over the 2022-23 School Year.
BOY Dreambox Student Growth	2022 MOY 16% of students are On Track for meeting standards.	Increase the proficiency levels by 5% over the 2022-23 School Year.

### Planned Strategies/Activities

#### Strategy/Activity 1

Math 1 - To provide students with extra support in math through before and after school tutoring

#### Students to be Served by this Strategy/Activity

All students



## Timeline

October 2022-May 2023

## Person(s) Responsible

Principal  
Teachers  
Para-educators

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time-cards for before and after school tutoring (This cost is reflected in Goal 1, Action 1)

## Strategy/Activity 2

Math 2 - To provide a spring Intersession to students with additional instruction in math.

## Students to be Served by this Strategy/Activity

All students

## Timeline

March 2023

## Person(s) Responsible

Principal  
Teachers  
Tech-support

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time cards for teachers (This cost is captured in Goal 1, Strategy 2)

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	Time cards for teachers (This cost is captured in Goal 1, Strategy 2)

<b>Amount</b>	0
<b>Source</b>	Title I

<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Time cards for teachers (This cost is captured in Goal 1, Strategy 2)

### Strategy/Activity 3

Math 3 - To implement LUSD newly adopted Math Curriculum iReady in all K-6th grade classrooms.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2022 - May 2023

#### Person(s) Responsible

All teachers  
All support staff

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 4

Math - 4 To provide opportunities to students to learn and apply math skills in real life situations

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

September 2022 - May2023

#### Person(s) Responsible

Principal  
Teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Hire service providers who provide student led activities in math and science - including the Bricks for Kids program and the Paper Airplane Guy
<b>Amount</b>	750
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time Cards for after school Coding Class using Spheros. (1 teacher for 15 hours)

<b>Amount</b>	190
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Teacher benefits

### Strategy/Activity 5

Math 5 - To implement PBIS expectations in the classroom to create a safe, orderly, and positive learning environment which supports all students.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2022 - May 2023

#### Person(s) Responsible

All Staff

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 6

MATH 6 - All k-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all K-6th grade students to correlate the students proficiency to the California State Common Core Math Standards

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2022  
January 2023  
May 2023

#### Person(s) Responsible

Principal  
Teachers

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 7

MATH 7 - All K-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2022 - May 2023

### Person(s) Responsible

Teachers  
Principal  
Vice Principal

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 8

MATH 8 - MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze universal screeners iReady and CAASPP Math data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly

### Students to be Served by this Strategy/Activity

All Students

### Timeline

BOY 2022  
MOY 2023  
EOY 2023

### Person(s) Responsible

Principal  
Vice Principal  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Substitutes for teachers to attend Academic Data Conferences (Cost reflected in Goal 1, Action 8)

### Strategy/Activity 9

All teachers will consistently implement the Caring Schools Community Curriculum during the classroom day and/or during House meetings.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022 - May 2023

**Person(s) Responsible**

All Staff

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

By October 1, 2022, with an implementation of Multi-Tiered System of Support (MTSS), Sutherland Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

### LCAP Goal

LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready. (LCAP GOAL 1)

### Basis for this Goal

2020-21 CAASPP Scores  
2020-21 Summative ELPAC Scores  
2022-23 MOY Dibels Scores

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Learner Progress Indicator	2019-20 34% of students are making progress towards English language proficiency.	Increase the proficiency levels by 5% over the 2022-23 School Year.
2021-22 Reclassification Data	2019-20 5.33% of students were reclassified by the end of the school year.	In 2022-23 we would like to see a 5% increase in number of students reclassified

### Planned Strategies/Activities

#### Strategy/Activity 1

ELD 1 - English Language Learners will have the opportunity to attend a District provided summer school

#### Students to be Served by this Strategy/Activity

English Learners

#### Timeline

June 2023 ( 3 weeks)

#### Person(s) Responsible

Principal  
Classroom Teachers

Bilingual Para educators

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

ELD 2 - Provide instructional English Language Arts coaching /ELD Coach and support to teachers in the regular and special education classrooms with a focus on early literacy k-3

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

August 2022 - June 2023

### Person(s) Responsible

Principal  
Teachers  
Bilingual Para-educators

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time cards for teachers to work after school with ELA or ELD coach.
<b>Amount</b>	128
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Teacher benefits

### Strategy/Activity 3

ELD 3 - Students scoring Level 1 or 2 will be provided with Rosetta Stone before or after school intervention time.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

August 2020-June 2021

### Person(s) Responsible

Principal  
Paraprofessional

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	413
<b>Source</b>	Title I
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	Time Cards (25 hours)
<b>Amount</b>	160
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Benefits

### Strategy/Activity 4

ELD 4 - English Language learners will be provided with the opportunity to attend the spring intersession.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

March 2023

### Person(s) Responsible

Principal  
Teachers  
Para educators

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time-cards - (This cost was captured in Goal 1, Strategy 2).
<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	Time-cards - (This cost was captured in Goal 1, Strategy 2).
<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Curriculum and other materials needed to support instruction - (This cost was captured in Goal 1, Strategy 2).



## Strategy/Activity 5

ELD 5 - All K-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.

### Students to be Served by this Strategy/Activity

English Language Learners

### Timeline

August 2022 - May 2023

### Person(s) Responsible

Teachers  
Bilingual Aide

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 6

ELD 6 - Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected at the BOY, MOY, and EOY. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data. Teachers and admin will:

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be a part of the meeting to use a multidisciplinary approach while looking at the whole child.

### Students to be Served by this Strategy/Activity

K-6th Grade English Language Learners

### Timeline

BOY 2022  
MOY 2023  
EOY 2023

### Person(s) Responsible

Principal  
Vice Principal  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Substitutes for teachers to attend Academic Data Conferences (Cost reflected in Goal 1, Action 8)

## Strategy/Activity 7

ELD 7 - Universal Access time will be scheduled and protected for 60-90 minutes daily to support K-3 students at their reading level.

### Students to be Served by this Strategy/Activity

English Language Learners

### Timeline

Starting August 2022

### Person(s) Responsible

Principal  
Vice Principal  
Teachers  
Bilingual Aide

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 8

ELD 8 - K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

### Students to be Served by this Strategy/Activity

K-2 students - Plus students who need additional Tier 2 support in early reading development  
3rd grade whole class grade level SIPPS instruction and small group intervention to support tier 2 students

### Timeline

August 2022

### Person(s) Responsible

Teachers  
Reading Intervention Teacher  
Bilingual Aide

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 9

ELD 9 - iRead or Amplify for all K-3 students 20 minutes per day 5 days per week.

### Students to be Served by this Strategy/Activity

K-3 Grade students

### Timeline

August 2022 - May 2023

**Person(s) Responsible**

Teachers

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 10**

ELD 10 - To implement PBIS expectations in the classroom to create a safe, orderly, and positive learning environment which supports all students.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

August 2022 - May 2023

**Person(s) Responsible**

All Staff

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 11**

ELD 11 - Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

1. objected posted
2. Front loading vocabulary
3. Using complete sentences
4. Think- pair - shared choral responses
5. Sentence frames
6. Use higher order questioning
7. Use wait time

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

August 2022-23

**Person(s) Responsible**

Teachers  
Principal  
Vice Principal

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 12**

ELD 12 - Embed ELD support from the Bilingual para-educators

**Students to be Served by this Strategy/Activity**

English Language Learners

### **Timeline**

August 2022 - May 2023

### **Person(s) Responsible**

Principal  
Vice Principal  
Bilingual Aide

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

### **Strategy/Activity 13**

ELD 13 - All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers.

### **Students to be Served by this Strategy/Activity**

English Language Learners

### **Timeline**

August 2022 - May 2023

### **Person(s) Responsible**

Administrators  
Teachers  
Paraprofessionals

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

### **Strategy/Activity 14**

ELD 14 - Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3

### **Students to be Served by this Strategy/Activity**

All Students

### **Timeline**

August 2022 - May 2023

### **Person(s) Responsible**

Administrators  
Teachers  
Paraprofessionals

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

### **Strategy/Activity 15**

ELD 15 - All teachers will consistently implement the Caring Schools Community Curriculum during the classroom day and/or during House meetings.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

August 2022 -May 2023

**Person(s) Responsible**

All Staff

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent Involvement

### Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Sutherland Elementary School will show a 5% increase in parent involvement on the: Parent Conferences, Back to School Night, Parent Classes and parent volunteer hours.

### LCAP Goal

LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed. (LCAP Goal 3)

### Basis for this Goal

Sign-in Sheets from 2021-22 Parent conference attendance  
Parent participation at Parent night and Jump Into English  
Participation in Food Distribution program

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Sign in sheets at parent conferences	2021 BOY 70% of our families participated in Parent conferences	2023 MOY To increase participation by 5%.
Sign In Sheets from Parent Nights and Site Sponsored Parent Classes	2021-22 21 families (16%) attended our Family Math Night and 5 (.01%) parents attended Jump Into English.	2022-23 To increase participation by 5%.
Participation in Second Harvest	2022 MOY 90 Families participated in the food distribution program.	2023 MOY 100 Families will participate in food distribution program.

### Planned Strategies/Activities

#### Strategy/Activity 1

PI 1 - To increase school to home communication.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2022 - May 2023

#### Person(s) Responsible

Principal

Clerical  
Para-educators

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	165
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	Time cards for paraprofessionals to make phone calls, translate at meetings and translate flyers/other information (2 paras, 10 hours total)
<b>Amount</b>	63
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Benefits - classified and certificated
<b>Amount</b>	150
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	5715 Print Shop
<b>Description</b>	Letters and flyers to be sent home
<b>Amount</b>	525
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	5711 Postage
<b>Description</b>	Postage to send home flyers and other communications (3 Mailings to 350 families)

### Strategy/Activity 2

PI 2 - Provide Jump in English or other ongoing parent education classes

### Students to be Served by this Strategy/Activity

All Students

### Timeline

January 2023

### Person(s) Responsible

Principal  
PPT staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	543
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<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Level 3 - Jump in to English program or other classes

### Strategy/Activity 3

PI 3 - To hold SSC, ELAC, PTO meetings and parent information nights

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022 - May 2023

### Person(s) Responsible

Principal  
Teachers  
Support Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	388
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4325 Food For Meetings
<b>Description</b>	Refreshments
<b>Amount</b>	750
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	To time card teachers to present activities and information to families (20 hours)
<b>Amount</b>	190
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Teacher benefits



# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development

### Goal Statement

By March 31, 2023, Sutherland Elementary School will have 100% of teachers participating in the following Professional Development in:

K-6 MTSS Framework- Novack Consulting

K-2 The Consortium On Reading Excellence CORE- SIPPS

K-6 iReady - Math

and continuing education in English Language Development and AVID strategies.

### LCAP Goal

LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready. (LCAP Goal 1)

### Basis for this Goal

CAASPP Scores

Hours of Professional Development

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA CAASPP Scores	2020-21 25% of students met or exceeded standards on the CAASPP.	Increase the proficiency levels by 5% over the 2022-23 School Year.
Math CAASPP Scores	2020-21 10% of students met or exceeded standards on the CAASPP	Increase the proficiency levels by 5% over the 2022-23 School Year.
2021-22 Number of Hours of professional development for Staff	2021-22 The staff participated in 270 hours of professional development.	2022-23 The staff will participate in 300 or more hours of professional development.

### Planned Strategies/Activities

#### Strategy/Activity 1

PD 1 - All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate in professional learning in the MTSS Framework- Novack Consulting, The Consortium On Reading Excellence CORE-SIPPS, iReady - Math and will have opportunities to continue developing their knowledge/implementation of English Language Development and AVID strategies.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

July 2022 -June 2023

### Person(s) Responsible

Principal  
Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	516
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Sub Benefits
<b>Amount</b>	7000
<b>Source</b>	Title I
<b>Budget Reference</b>	5220 Conference
<b>Description</b>	RCA Training in Atlanta, PBIS conference, Avid Conference , CASL
<b>Amount</b>	7500
<b>Source</b>	Title I
<b>Budget Reference</b>	5712 Transportation
<b>Description</b>	Flights, hotels and food voucher for 5 teachers to visit the Ron Clark Academy, CASL
<b>Amount</b>	2030
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Substitutes for teachers to attend conferences or PD (10 subs)

### Strategy/Activity 2

PD 2 - To support teachers by providing them with substitute time to meet with their colleagues, coaches, supervisors and observe their peers.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022 - May 2023

### Person(s) Responsible

Principal  
Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2030
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Time card for substitutes (10 days)
<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Timecards for after school teacher planning and debriefing. (20 hours)
<b>Amount</b>	516
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Benefits
<b>Amount</b>	254
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Benefits

**Strategy/Activity 3**

PD - 3 Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

August 2022 - May 2023

**Person(s) Responsible**

Principal  
 Teachers  
 Support Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Cost covered in Action 2.

## **Strategy/Activity 4**

PD - 4 To provide training on PBIS and the RCA Expectations to all classified staff.

### **Students to be Served by this Strategy/Activity**

All students

### **Timeline**

July and January

### **Person(s) Responsible**

Administrators

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

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

School Climate

### Goal Statement

To improve school climate so that students have a safe, respectful, and orderly learning environment.

### LCAP Goal

Goal 3 LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

### Basis for this Goal

Historical data on attendance and suspension rates demonstrate the need for activities and interventions to increase attendance and decrease the number of students being suspended.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2019-20 California State Dashboard Chronic Absenteeism	22.9%% students were identified as chronically absent in 2019-20	Decrease the number of chronically absent students by 5%..
2019-2020 California State Dashboard Suspension	6% of students were suspended in 2019-2020.	Decrease the number of students suspended to under 5%.
2020-21 Panorama SEL Survey Grades 3-5	2022 MOY Survey Social Awareness 64% Sense of Belonging 62% Positive Feelings 58% Self Efficacy 51% Emotion Regulation 44% Challenging Feelings 42%	2023 MOY To increase student competency and Well Being Scores by 5%.

### Planned Strategies/Activities

#### Strategy/Activity 5

SC - 1 School Assemblies to promote a positive school climate

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2022 - May 2023

## Person(s) Responsible

Principal  
PBIS Team  
Teachers

## Proposed Expenditures for this Strategy/Activity

**Budget Reference** 5800 Prof and Operating/Consultants

**Description** Academic Assemblies and other activities

## Strategy/Activity 6

SC - 2 To support student Behavior, Attendance and Academics utilizing PBIS and the House System.

## Students to be Served by this Strategy/Activity

All students

## Timeline

August 2022 - May 2023

## Person(s) Responsible

Principal  
PBIS Team  
Teachers  
Support Staff

## Proposed Expenditures for this Strategy/Activity

**Source** LCFF

**Budget Reference** 4300 Materials

**Description** Supplies for Rallies, PBIS displays and other items to implement these activities

**Source** LCFF

**Budget Reference** 2420 Clerical Temp

**Description** To make calls and to reach out to families who are struggling with attendance and participation.

**Source** LCFF

**Budget Reference** 5715 Print Shop

**Description** Supplies to support the implementation of PBIS and House System - Flyers, handouts, Certificates

**Source** LCFF

**Budget Reference** 4325 Food For Meetings

**Description** Food/snacks for Small group meetings with students working with mentors and coaches

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time cards for teachers to work with identified at risk students before and after school (Cost reflected in Goal 1, Action 1)

### Strategy/Activity 7

SC - 3 Incentive activities to promote Perfect Attendance, academics and good behavior.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022 - May 2023

### Person(s) Responsible

Principal  
Teachers  
Support Staff

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	LCFF
<b>Budget Reference</b>	5872 Field Trips
<b>Description</b>	Academic Study Trips - Including trips to colleges, museums and performing arts.

# Goals, Strategies, & Proposed Expenditures

## Goal 7

### Subject

Additional Targeted Support and Improvement

### Goal Statement

Sutherland Elementary will improve on one or more indicators in the student group, African American Students, from red to orange, on the California Department of of Education Dashboard for the 2021-22 school year. Administration and teachers will be given opportunities to collaborate and analyze data in each of the indicators. Based upon needs, Sutherland will provide training and professional development for administration, teachers and school staff to increase knowledge of instructional strategies and student engagement to improve student outcomes.

### LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

### Basis for this Goal

CDE Dashboard Data for the 2018-2019 school year indicated that Sutherland was in the red in two of the four indicators for African American Students. The indicators are Chronic Absenteeism, Suspension, ELA and Mathematics.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2018-19 Chronic Absenteeism	Red for African American Students	Move to Orange on the dashboard for African American Students
2018-19 Suspension Rate	Red for African American Students	Move to Orange on the dashboard for African American Students
2020-21 Panorama SEL Survey Grades 3-5	2022 MOY Survey Social Awareness 62% Sense of Belonging 62% Positive Feelings 68% Self Efficacy 67% Emotion Regulation 62% Challenging Feelings 49%	2023 MOY To increase Student Competency and Well Being Scores by 5%

### Planned Strategies/Activities

#### Strategy/Activity 1

ASTI 1 - To identify students (teacher recommendations, Panorama SEL Survey, Attendance and Discipline data) who will benefit from additional student supports and interventions targeting attendance and behavior.

#### Students to be Served by this Strategy/Activity

African American Subgroup

### Timeline



August 2022 - May 2023

### Person(s) Responsible

Principal  
Office Staff  
Teachers  
PBIS Team  
Counselor

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time cards for teachers to work with identified at risk students before and after school (Cost Reflected in Goal 1, Action 1)
<b>Source</b>	LCFF
<b>Budget Reference</b>	4325 Food For Meetings
<b>Description</b>	Food/snacks for small group meetings with students working with mentors and coaches
<b>Source</b>	LCFF
<b>Budget Reference</b>	2420 Clerical Temp
<b>Description</b>	To make calls and to reach out to families who are struggling with attendance and participation. (Cost reflected in Goal 6, Action 3)

### Strategy/Activity 2

ATSI 2 - Professional Development

### Students to be Served by this Strategy/Activity

African American Subgroup

### Timeline

August 2022 - May 2023

### Person(s) Responsible

Principal  
Office Staff  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants

**Description**

This action was captured in Goal 5 - Professional Development

**Strategy/Activity 3**

ASTI -3 Provide time for teachers and staff to collaborate during the work day. This time will focus on reviewing and analyzing data regarding instructional practices and engagement strategies and its effect on each of the indicators. Based on this information teachers will be given time to plan and prepare instruction.

**Students to be Served by this Strategy/Activity**

African American Students

**Timeline**

August 2022 - May 2023

**Person(s) Responsible**

Principal  
Teachers  
Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	This cost was captured in Goal 5,Action 3
<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time Cards for teachers to collaborate and plan after school to address the needs of our African American Students (Cost reflected in Goal 1, Action 8)

# Form C: Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	162521.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	144,096.00

## Allocations by Funding Source



Funding Source	Amount	Balance
Title I	141322	0.00
Title I: Parent Involvement	2774	0.00

# Expenditures by Funding Source

Funding Source	Amount
Title I	141,322.00
Title I: Parent Involvement	2,774.00

## Preliminary Plan

## Final Plan

	05/04/2022 12:00 am		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	05/04/2022 12:00 am		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	05/12/2022 10:30 am		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
1100 Teacher	Title I	49,055.00
1120 Teacher Temp	Title I	30,426.00
1150 Teacher Sub	Title I	5,260.00
2120 Para Temp	Title I	611.00
3000 Benefits	Title I	27,336.00
4200 Books	Title I	4,634.00
4300 Materials	Title I	8,000.00
4328 Warehouse Supplies	Title I	500.00
5220 Conference	Title I	7,000.00
5712 Transportation	Title I	7,500.00
5800 Prof and Operating/Consultants	Title I	1,000.00
1120 Teacher Temp	Title I: Parent Involvement	750.00
2120 Para Temp	Title I: Parent Involvement	165.00
3000 Benefits	Title I: Parent Involvement	253.00
4325 Food For Meetings	Title I: Parent Involvement	388.00
5711 Postage	Title I: Parent Involvement	525.00
5715 Print Shop	Title I: Parent Involvement	150.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	543.00

# FORM D: 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
- 0 Secondary Students
- 10 Total

Name of Members	Role
Elizabeth Horton	Principal
Gale Krogh	Classroom Teacher
Victoria Bartholomew	Classroom Teacher
William Yates	Classroom Teacher
Sandy Smallie	Other School Staff
Tim Smith	Parent or Community Member
Syed Shah	Parent or Community Member
Denise Ali	Parent or Community Member
Tye Harris-Giller	Parent or Community Member
Jaymi Sparklin	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.

# FORM E: 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**

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 05/04/2022.

Attested:

**Preliminary Plan**

**Final Plan**

05/04/2022 01:45 pm

*Principal*

*Date*

*Principal*

*Date*

05/04/2022 12:00 am

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*

05/12/2022 10:45 am

*Program Manager*

*Date*

*Program Manager*

*Date*