

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sutter Elementary School	43-69674-6049027	Feb. 16, 2023	June 8, 2023

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement

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

The single site plan describes Sutter Elementary School's school wide programs and additional targeted support and improvement.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Sutter uses the Healthy Kids Survey. The findings will be released at end of the school year.

## Classroom Observations

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

Teachers are observed formally and informally throughout the school year by the principal following the teacher contract. Observations assist the principal and teachers in determining if school programs are being fully implemented and the programs effectiveness. It also allows the principal to observe and give suggestions to enhance the teacher's performance.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

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

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

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

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

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

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

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

Designated time for teacher collaboration occurs on a regular basis.

## Teaching and Learning

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

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

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

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

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

Every student has access to standards-based instructional materials as required by the Williams Act.

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

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

## **Opportunity and Equal Educational Access**

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

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

## **Parental Engagement**

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

Programs that support at-risk students include support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

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

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

## Funding

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

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

## **Educational Partner 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**

SPSA is reviewed and feedback is given by the School Site Council and Sutter Staff. It is approved by the School Site Council.

Sutter School Site Council and staff reviewed budget/ goals and developed priorities for school on Feb. 9, 2023. From that meeting the school site council was able to develop a plan to share with the staff and community.

Sutter Staff were presented the school budget from the school site council. The budget and goals were reviewed on Feb.9, 2023. Sutter staff and School Site Council gave feedback to principal.

School Site Council (voted) approved and adopted the budget and goals on Feb. 16, 2023 at School Site Council (community was invited to review school site plan prior to approval).

## **Resource Inequities**

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	76	67	62
Grade 1	56	49	45
Grade 2	71	44	51
Grade3	65	59	44
Grade 4	68	52	56
Grade 5	55	55	47
<b>Total Enrollment</b>	<b>391</b>	<b>326</b>	<b>305</b>

### Conclusions based on this data:

1. Our student population is declining.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	54	66	44	13.80%	20.2%	14.4%
Fluent English Proficient (FEP)	91	71	74	23.30%	21.8%	24.3%
Reclassified Fluent English Proficient (RFEP)	6			11.1%		

### Conclusions based on this data:

1. 20-21 69 EL students (17%) population continue decline.
2. 20-21 our RFEP was 12.6 is lower because ELPAC not complete due to COVID.
3. 20-21 IFEP 52 kids (16%). In 18-19 -This school year we had the highest number of students reclassified in the past 3 years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	58		0	58		0	58		0.0	100.0	
Grade 4	64	49		0	47		0	47		0.0	95.9	
Grade 5	55	53		0	53		0	53		0.0	100.0	
All Grades	180	160		0	158		0	158		0.0	98.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2491.			55.17			24.14			8.62			12.07	
Grade 4		2524.			48.94			31.91			4.26			14.89	
Grade 5		2573.			50.94			24.53			15.09			9.43	
All Grades	N/A	N/A	N/A		51.90			26.58			9.49			12.03	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		34.48			58.62			6.90				
Grade 4		31.91			59.57			8.51				
Grade 5		41.51			49.06			9.43				
All Grades		36.08			55.70			8.23				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		43.10			43.10			13.79	
Grade 4		34.78			47.83			17.39	
Grade 5		41.51			43.40			15.09	
All Grades		40.13			44.59			15.29	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.14			67.24			8.62	
Grade 4		25.53			65.96			8.51	
Grade 5		33.96			66.04			0.00	
All Grades		27.85			66.46			5.70	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.76			63.79			3.45	
Grade 4		38.30			57.45			4.26	
Grade 5		39.62			58.49			1.89	
All Grades		36.71			60.13			3.16	

**Conclusions based on this data:**

1. A significant percentage of Sutter students met or exceeded grade level standards on ELA portion of the test. After reviewing the data, Sutter school will target the students who are not meeting standards by continuing to have intervention programs to support economic disadvantaged.
2. Our intervention programs will address support students who are not meeting standards with a focus on narrowing the achievement gap between the economically disadvantaged students and others.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	58		0	58		0	58		0.0	100.0	
Grade 4	64	49		0	47		0	47		0.0	95.9	
Grade 5	55	53		0	53		0	53		0.0	100.0	
All Grades	180	160		0	158		0	158		0.0	98.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2505.			56.90			24.14			12.07			6.90	
Grade 4		2533.			46.81			23.40			21.28			8.51	
Grade 5		2576.			50.94			26.42			15.09			7.55	
All Grades	N/A	N/A	N/A		51.90			24.68			15.82			7.59	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		53.45			37.93			8.62	
Grade 4		53.19			36.17			10.64	
Grade 5		52.83			37.74			9.43	
All Grades		53.16			37.34			9.49	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		53.45			41.38			5.17	
Grade 4		44.68			42.55			12.77	
Grade 5		47.17			45.28			7.55	
All Grades		48.73			43.04			8.23	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		51.72			39.66			8.62	
Grade 4		51.06			42.55			6.38	
Grade 5		39.62			50.94			9.43	
All Grades		47.47			44.30			8.23	

**Conclusions based on this data:**

1. A significant percentage of Sutter students met or exceeded grade level standards on the math portion of the test. After reviewing the data, Sutter school will target the students who are not meeting standards by continuing to have intervention programs to support them.
2. Our intervention programs will address support students who are not meeting standards with a focus on narrowing the achievement gap between the economically disadvantaged students and others.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1495.4	1486.8		1487.2	1472.7		1514.4	1519.5		19	17	
1	1502.1	*		1504.9	*		1499.2	*		16	7	
2	*	*		*	*		*	*		10	8	
3	*	*		*	*		*	*		8	*	
4	*	*		*	*		*	*		8	6	
5	*	*		*	*		*	*		6	*	
All Grades										67	43	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	68.42	47.06		15.79	29.41		5.26	5.88		10.53	17.65		19	17	
1	50.00	*		25.00	*		18.75	*		6.25	*		16	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	50.75	32.56		25.37	34.88		16.42	18.60		7.46	13.95		67	43	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	63.16	64.71		21.05	11.76		5.26	5.88		10.53	17.65		19	17	
1	68.75	*		6.25	*		18.75	*		6.25	*		16	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	56.72	48.84		25.37	27.91		13.43	9.30		4.48	13.95		67	43	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	57.89	47.06		26.32	5.88		5.26	35.29		10.53	11.76		19	17	
<b>1</b>	37.50	*		37.50	*		12.50	*		12.50	*		16	*	
<b>2</b>	*	*		*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	38.81	34.88		31.34	18.60		17.91	30.23		11.94	16.28		67	43	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	63.16	64.71		26.32	11.76		10.53	23.53		19	17	
<b>1</b>	68.75	*		25.00	*		6.25	*		16	*	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	58.21	51.16		35.82	32.56		5.97	16.28		67	43	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	36.84	41.18		57.89	41.18		5.26	17.65		19	17	
<b>1</b>	43.75	*		50.00	*		6.25	*		16	*	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	49.25	41.86		47.76	44.19		2.99	13.95		67	43	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	31.58	47.06		57.89	35.29		10.53	17.65		19	17	
<b>1</b>	56.25	*		31.25	*		12.50	*		16	*	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	40.30	32.56		46.27	41.86		13.43	25.58		67	43	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	78.95	58.82		15.79	29.41		5.26	11.76		19	17	
<b>1</b>	31.25	*		50.00	*		18.75	*		16	*	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	43.28	41.86		46.27	44.19		10.45	13.95		67	43	

**Conclusions based on this data:**

1. In 20-21, 50.8% of my EL students were at level 4. In 21-22, 32.6% of my EL students were at level 4. Students tested went from 67 (20-21) to 43 (21-22).
2. Continued focus is on EL who are below standards and not level 4 yet.



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>326</b>	<b>15.3</b>	<b>20.2</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Sutter Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	66	20.2
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>	50	15.3
<b>Students with Disabilities</b>	36	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	1	0.3
<b>American Indian</b>	3	0.9
<b>Asian</b>	112	34.4
<b>Filipino</b>	13	4.0
<b>Hispanic</b>	67	20.6
<b>Two or More Races</b>	38	11.7
<b>Pacific Islander</b>		
<b>White</b>	86	26.4

**Conclusions based on this data:**

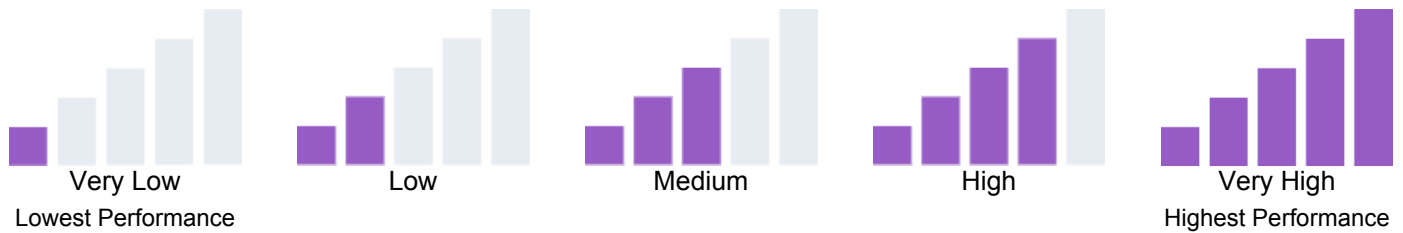
1. 15.3% of our student population is socially disadvantaged.
2. 20.2% are English Learners.

# School and Student Performance Data

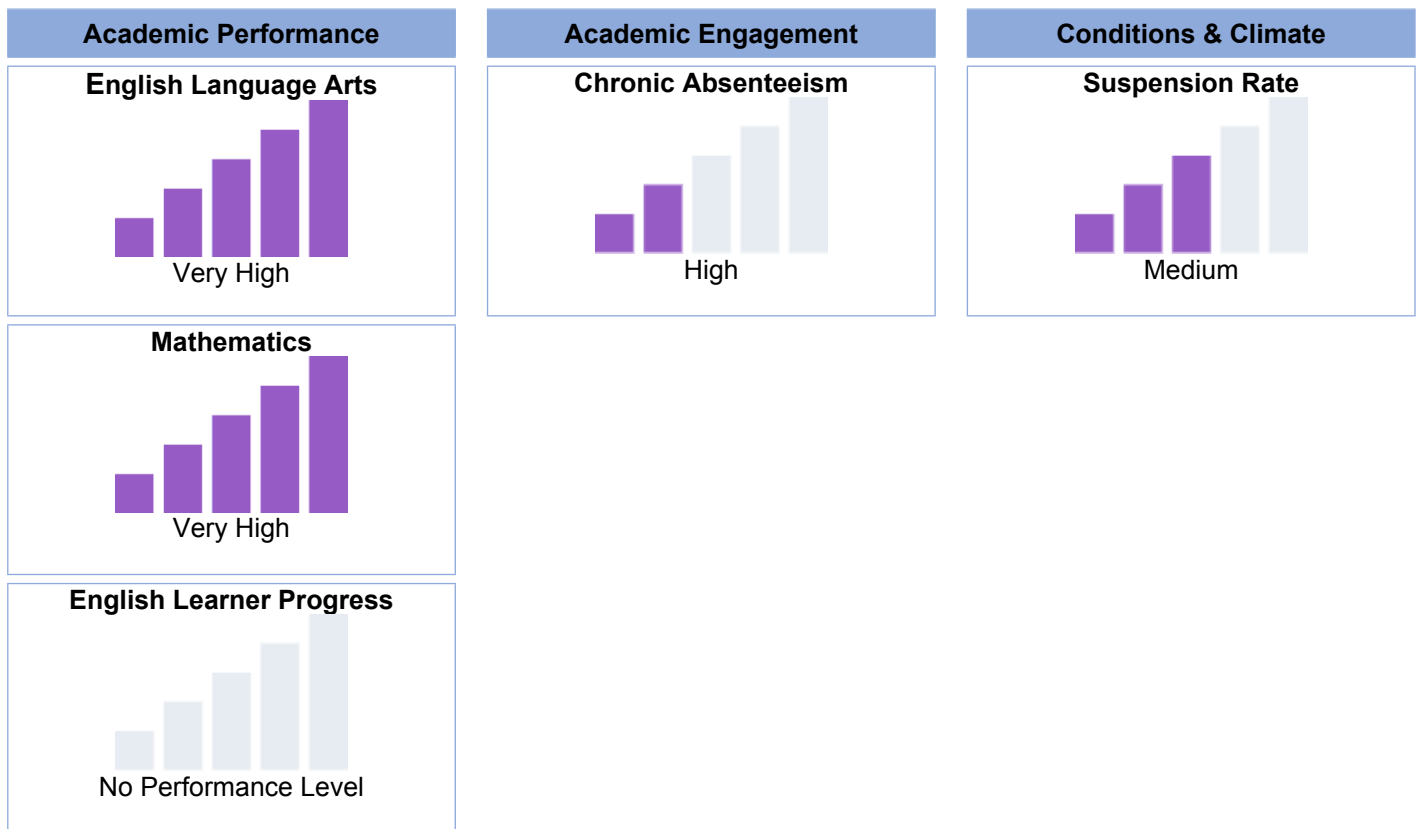
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

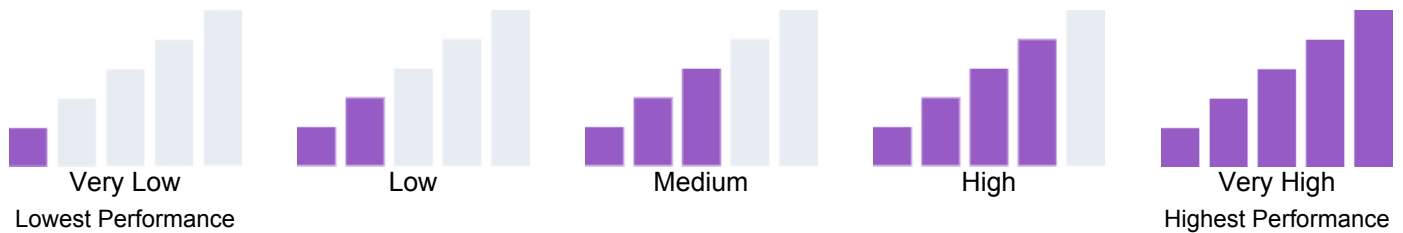
1. Overall, academic performance in ELA and Mathematics are very high.
2. Chronic absenteeism is high.

# School and Student Performance Data

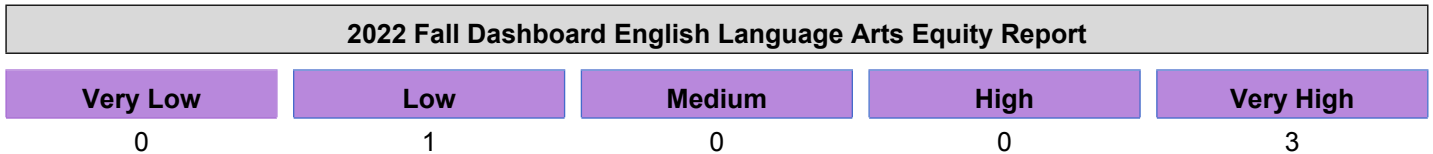
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

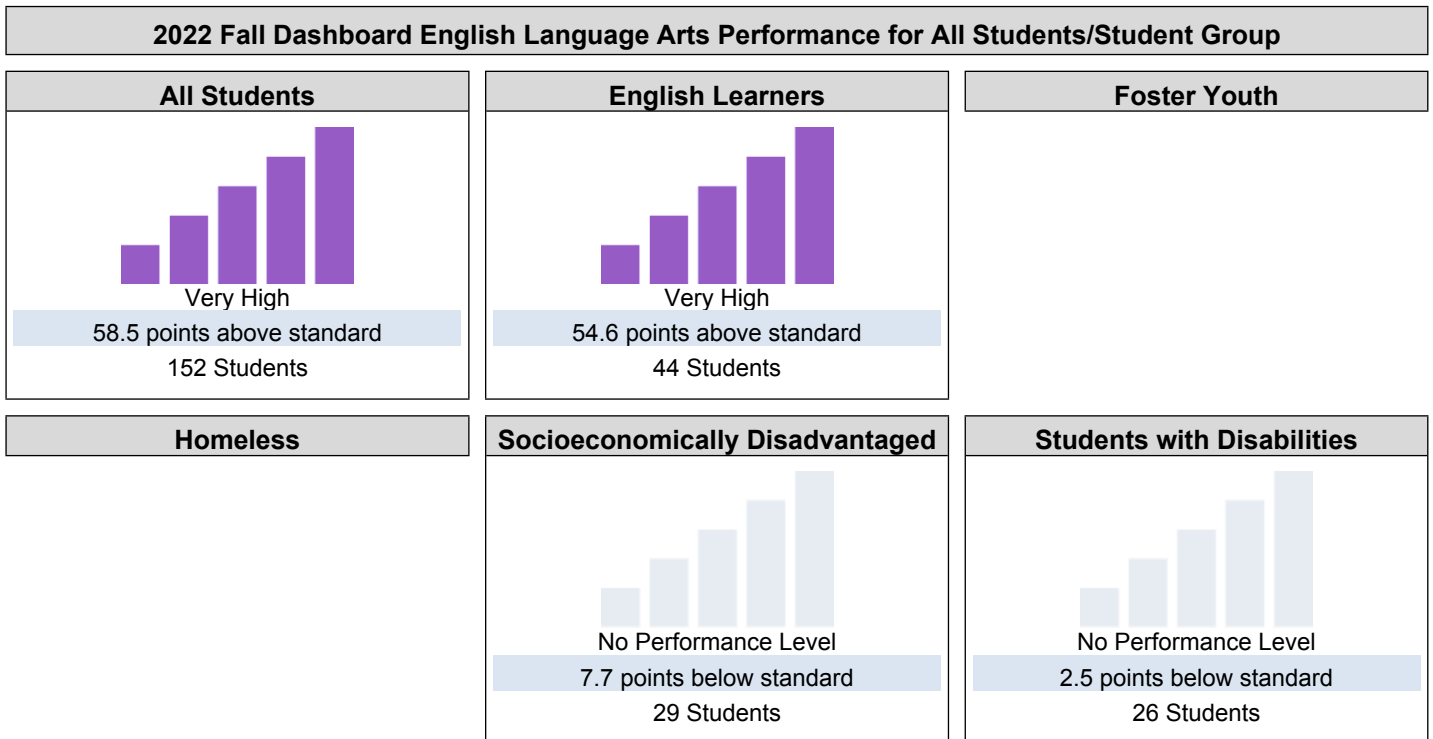
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



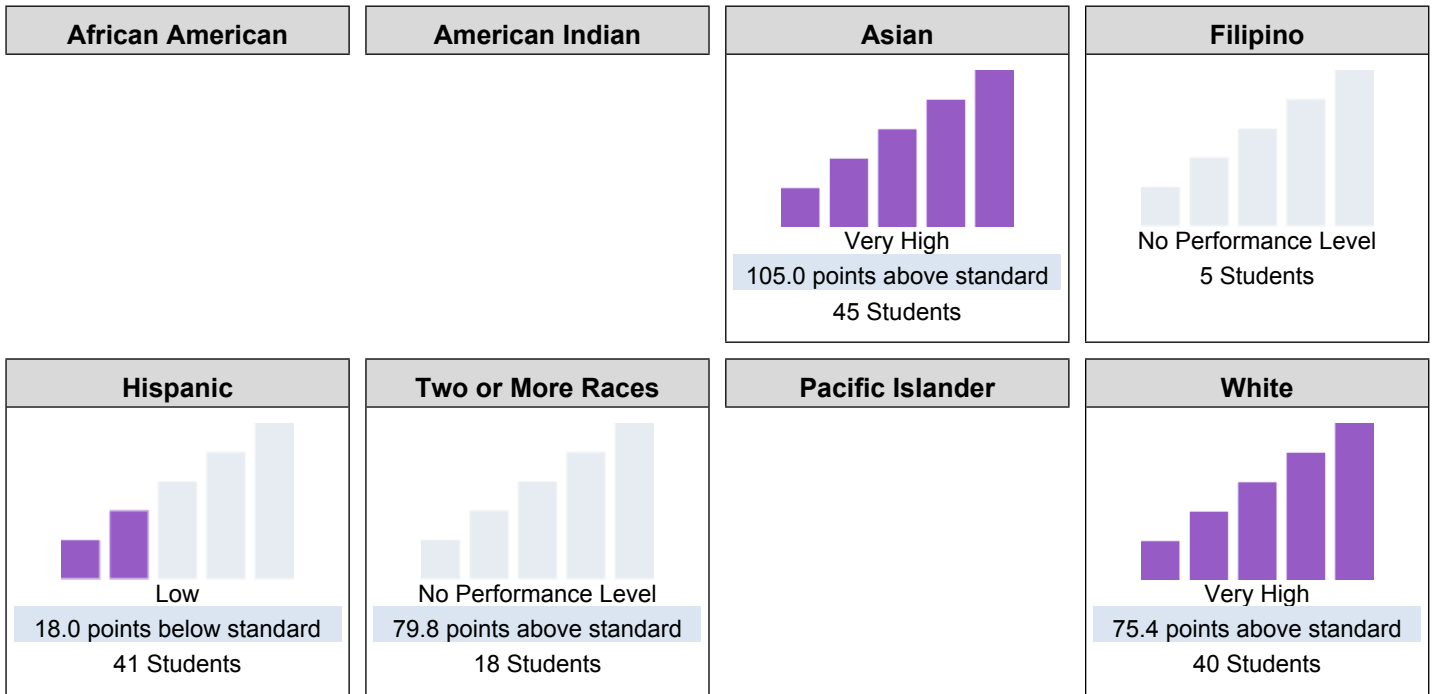
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
10 Students	85.6 points above standard 34 Students	53.5 points above standard 91 Students

### Conclusions based on this data:

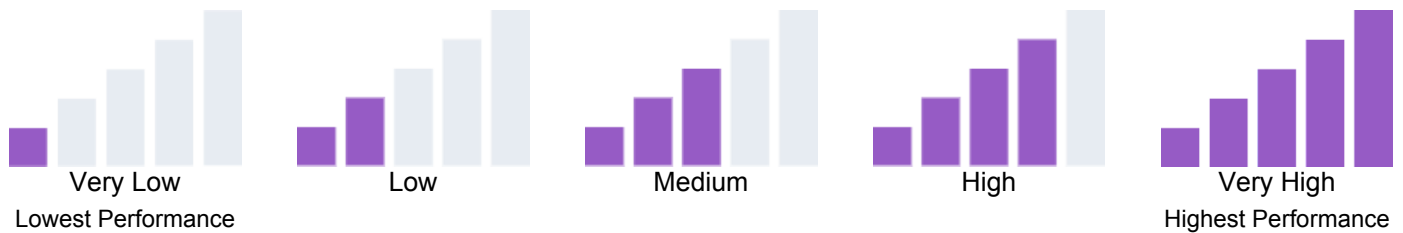
1. Overall, we are performing significant above standard. All students are 58.5 points above standard. English Learner students are 54.6 points above standard.
2. Our Hispanic cohort increased 4.6 points. Our Hispanic cohort is 18 points below standard.
3. Our socioeconomically disadvantaged cohort are 7.7 points below standard compared to 29 points the previous year.

# School and Student Performance Data

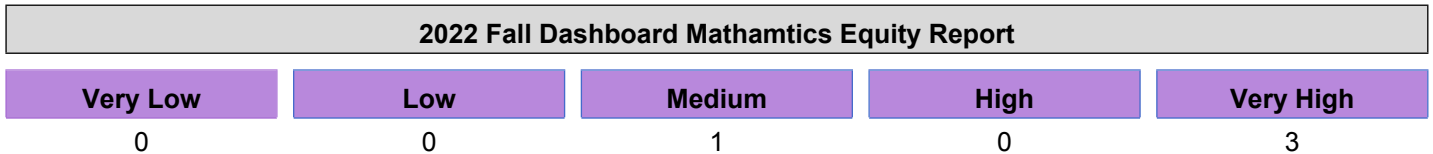
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

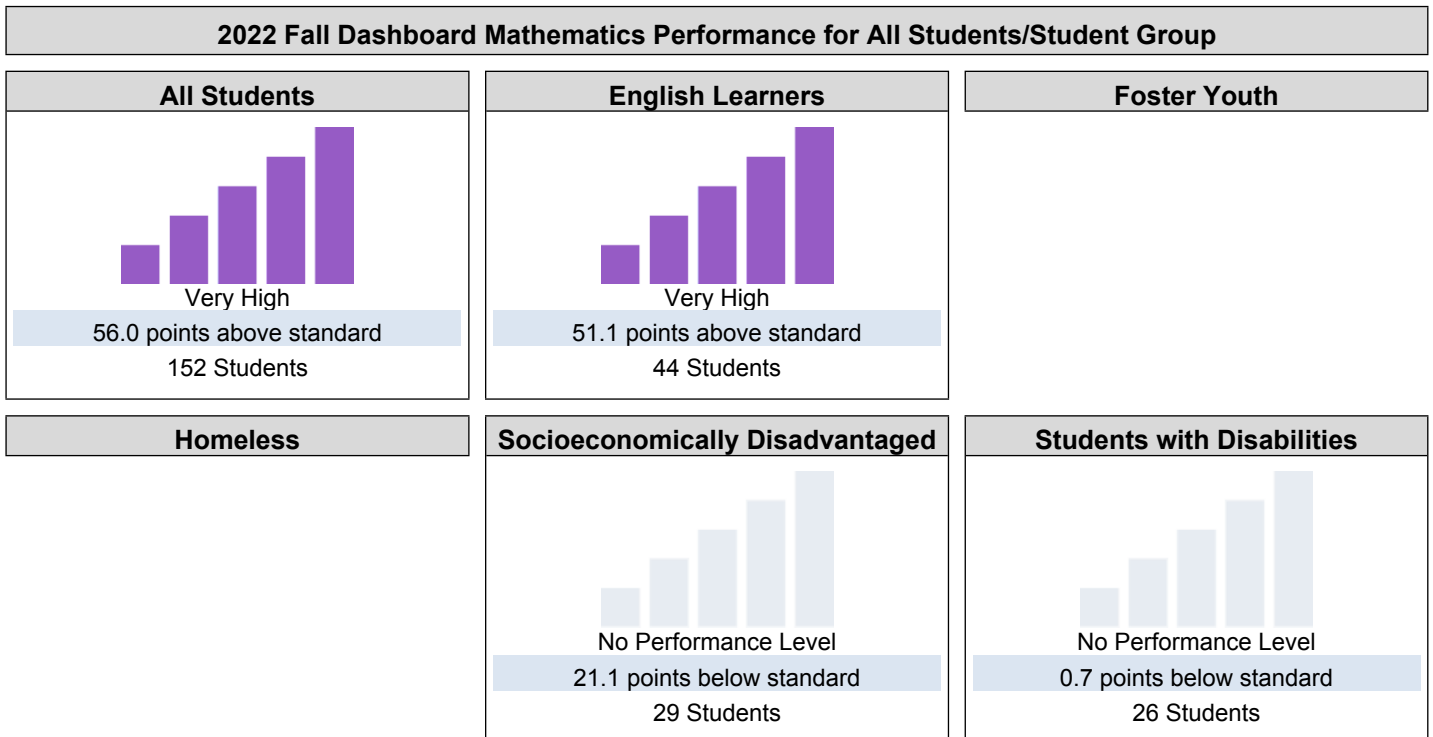
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



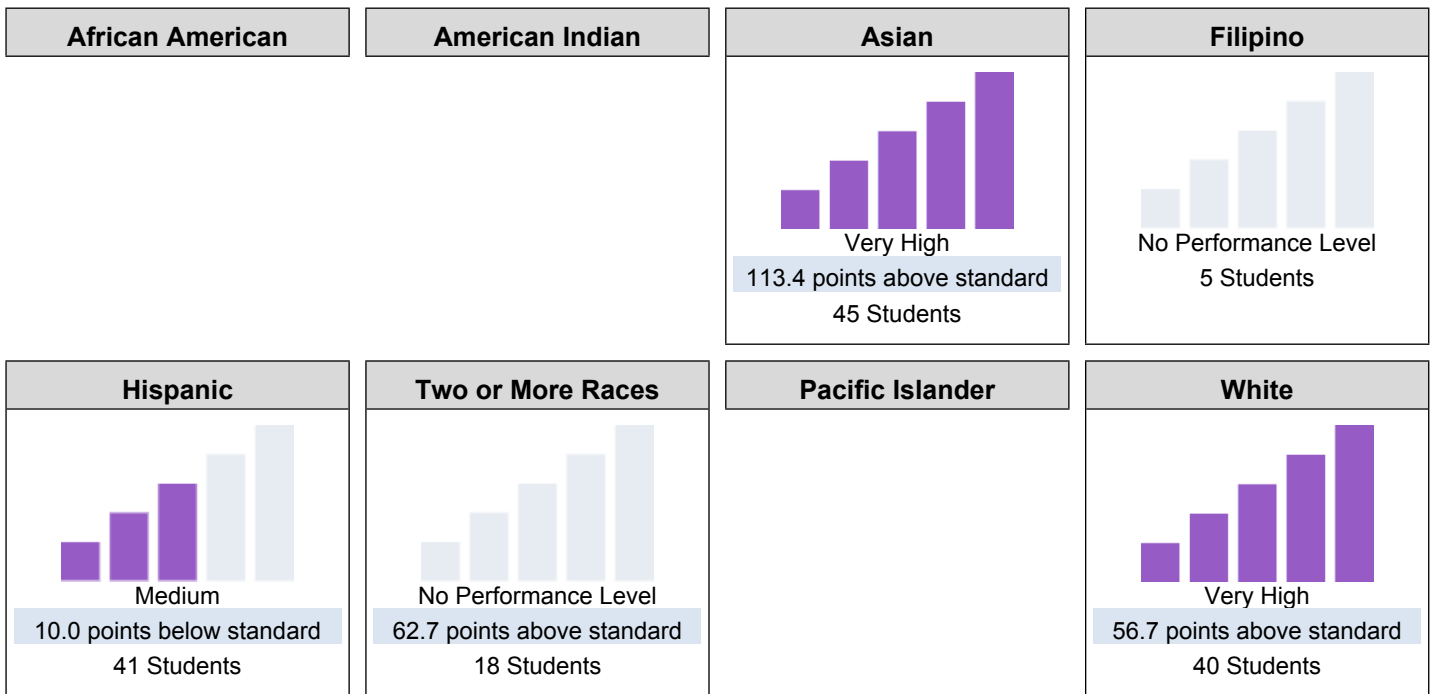
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
10 Students	84.6 points above standard 34 Students	48.6 points above standard 91 Students

### Conclusions based on this data:

1. Overall performance we are performing above standard or above standards. All students are 56.0 above standard and English learners are 51 points above standard.
2. Overall performance we are performing at standard or above standards. Reclassified English Learners are 84.8 points above standard and 48.6 points above standard.
3. Hispanics are 10.0 points below standard. This school year our learning focus was mathematics to address this issue.

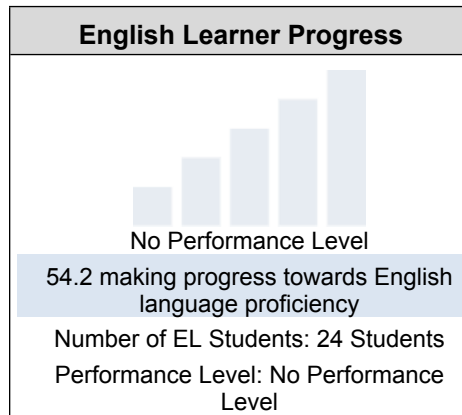
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
33.3%	12.5%	12.5%	41.7%

#### Conclusions based on this data:

- 54.2% making progress towards being EL proficient, 41.7% progressed one ELPI Level
- 12.5 % maintained ELPI Level 4 and maintained ELPI Level 1, 2L, 2H, 3L or 3H



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

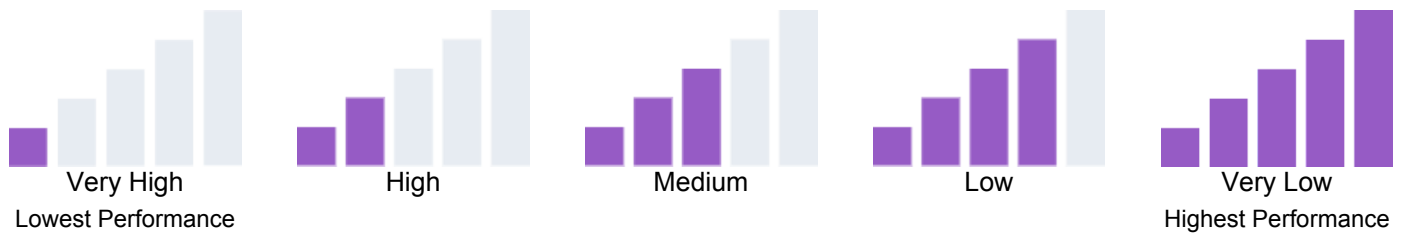
- 1.

# School and Student Performance Data

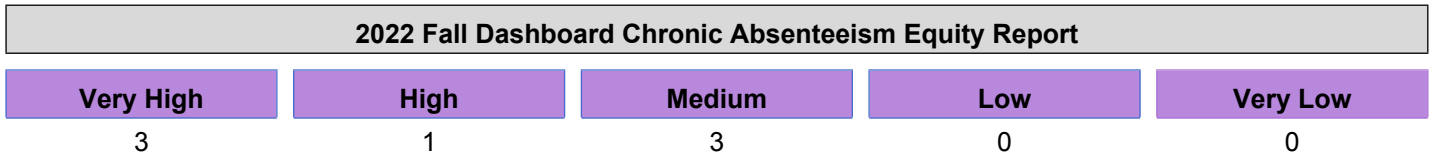
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

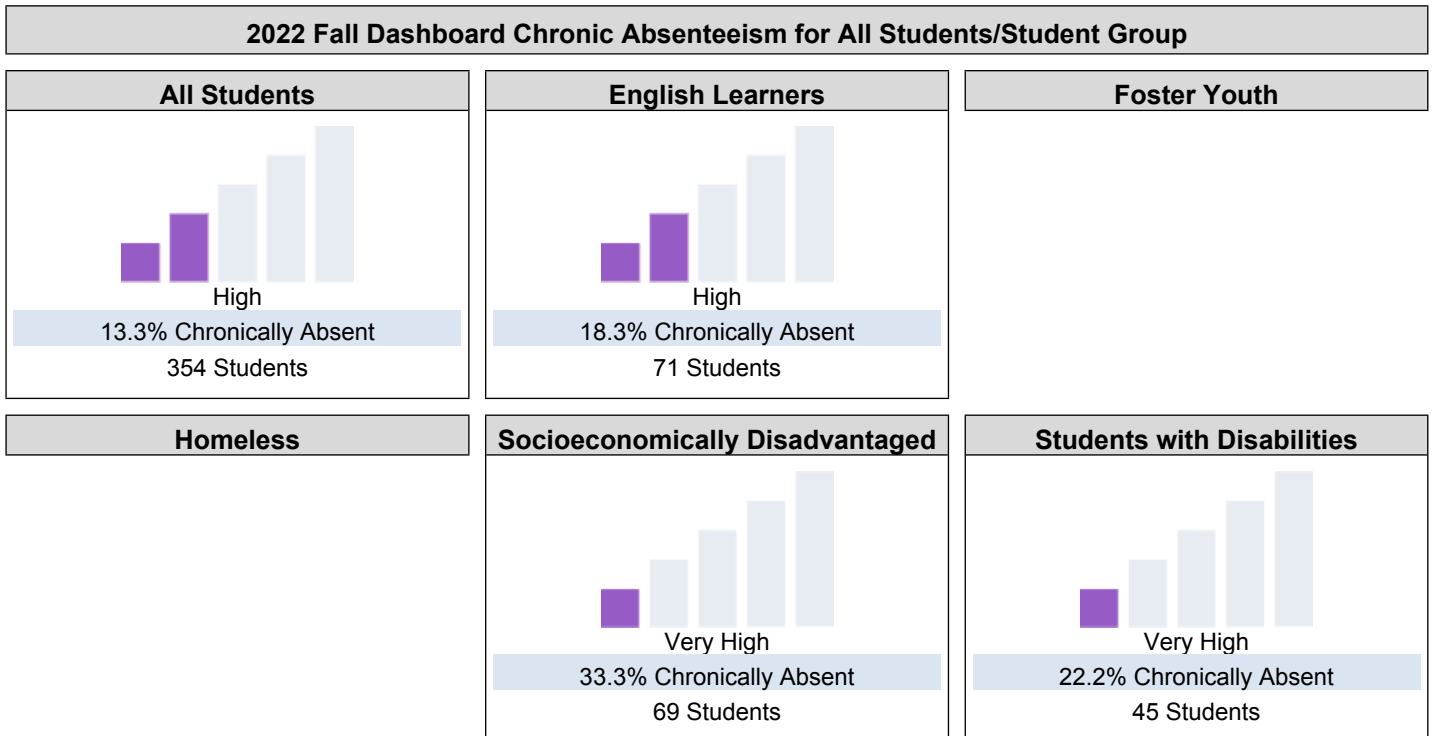
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



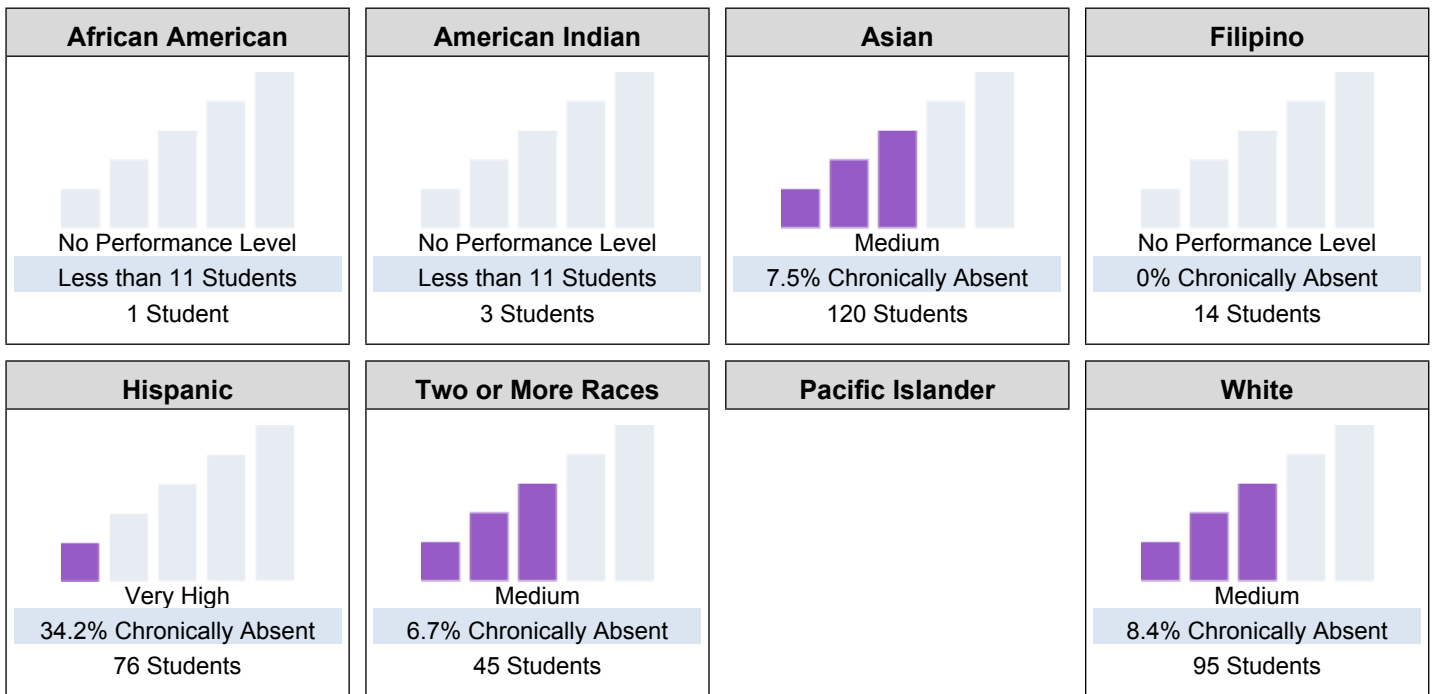
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Overall we have high chronic absent for all students.
2. Hispanic cohort have a very high chronically absent. English Learners cohort has a high chronically absent.
3. The very high chronic absenteeism status for Socioeconomically disadvantaged and students with disabilities identified these students groups for ATSI in 2022-23.

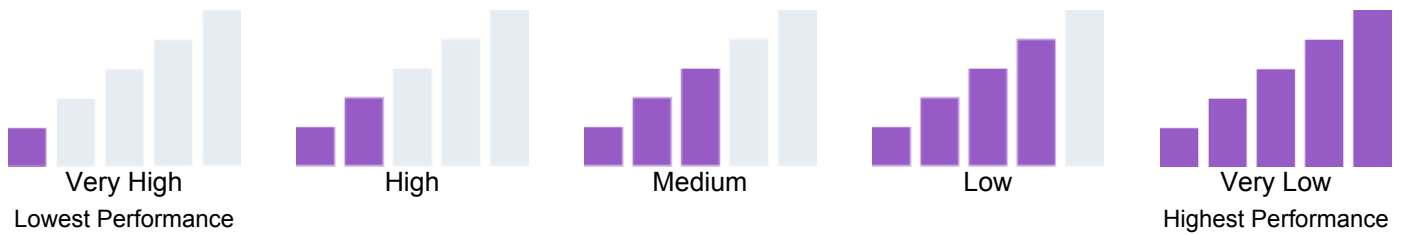


# School and Student Performance Data

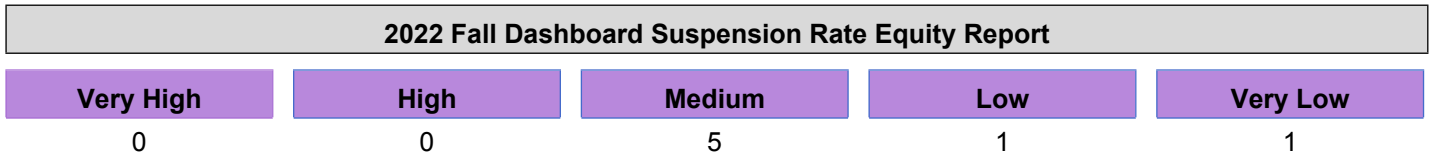
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

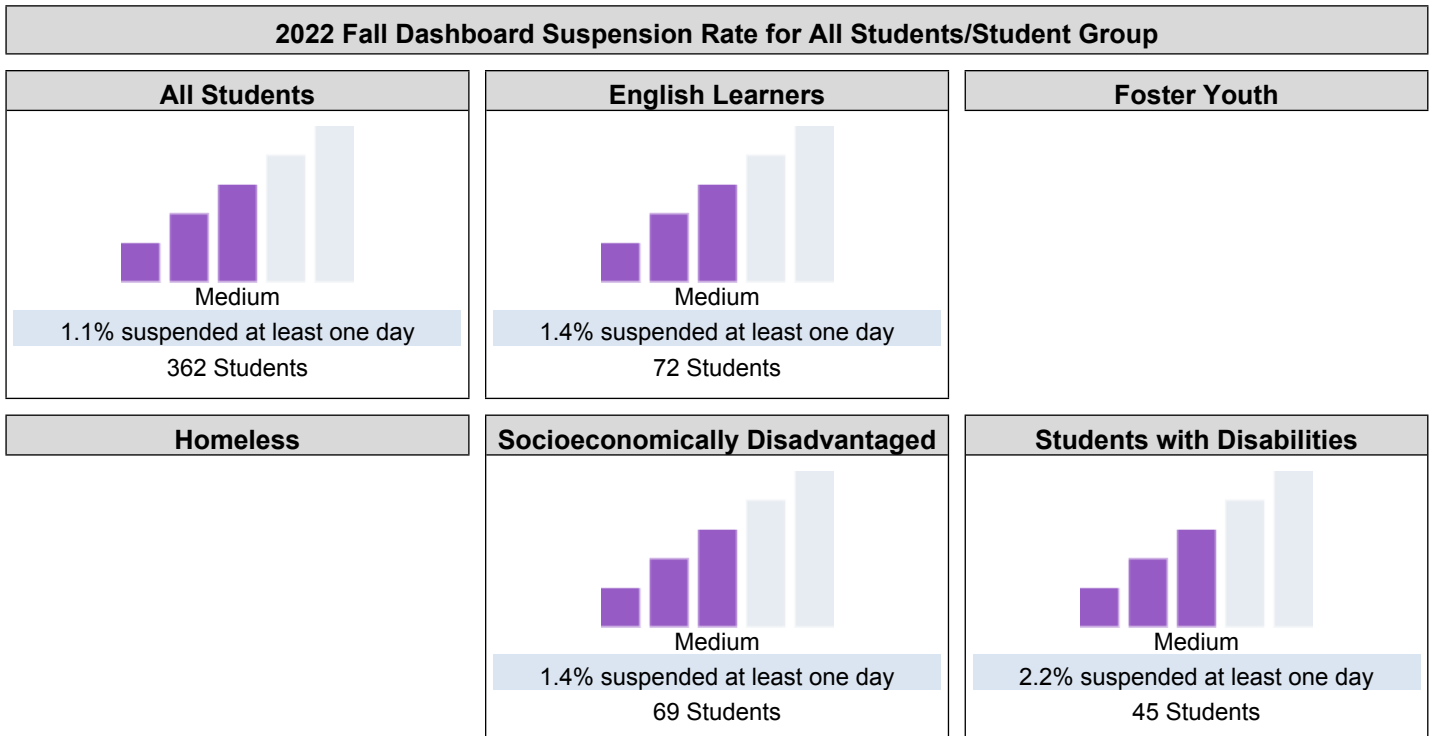
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



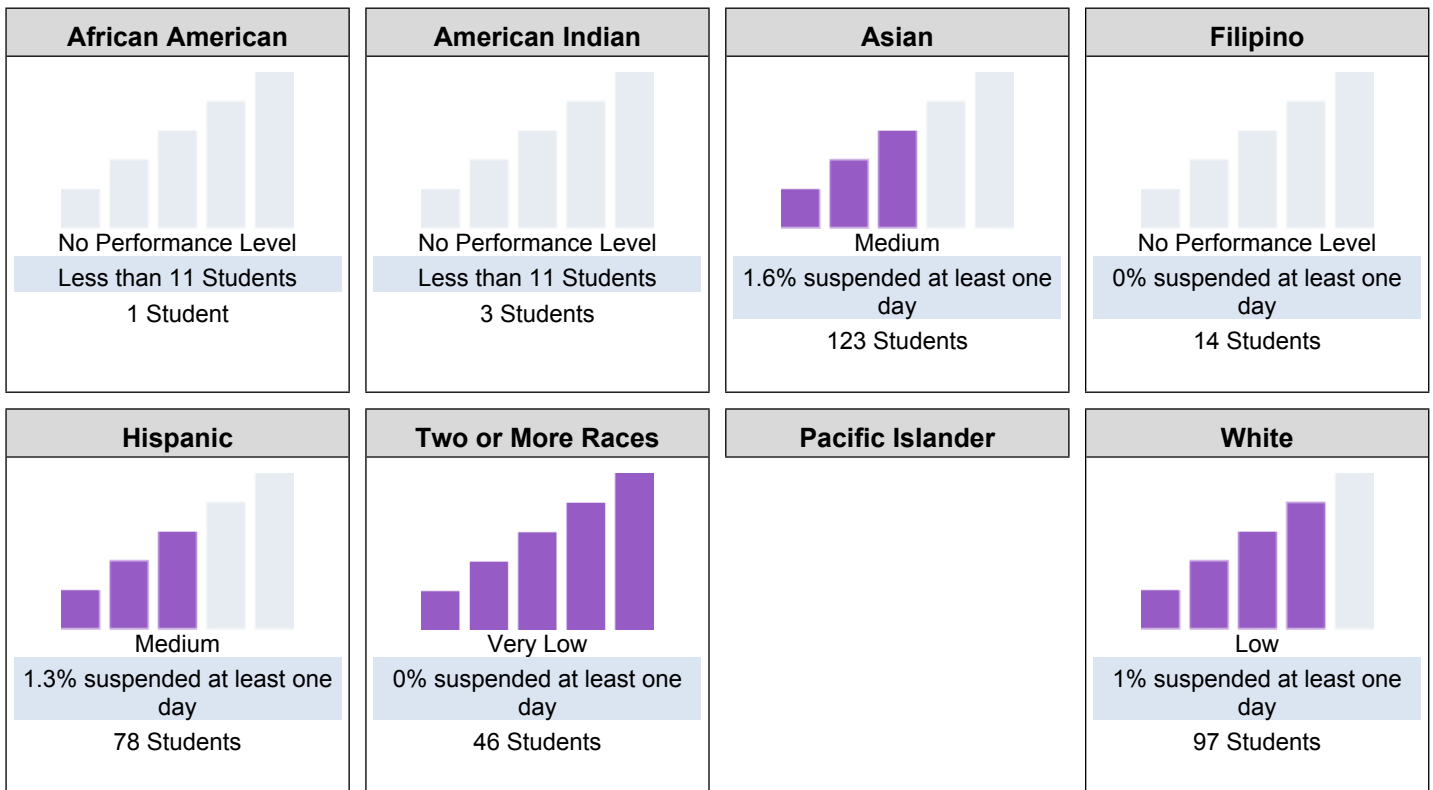
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Suspension rate is Medium, but we will continue to focus on PBIS program and interventions to lower number of suspensions.
2. We had 4 suspensions in 2021-2022.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Science, Technology, Engineering, Art and Math (STEAM)

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

## Goal 1

School Goal : Improve science achievement, technology, engineering, art access and math achievement

Sutter School will maintain overall students achieving at/above grade level standard in math and science, and narrow gaps between student groups and students overall as measured by the CAASPP and Math i-Ready Diagnostics.

## Identified Need

21-22 i-Ready Fall/Winter math Diagnostics showed 28 point gap between Hispanic/Latinx student near/on grade level and students overall, and a 39 point gap between students with IEP's and students without IEP's. There is similar growth between ethnic/racial student groups (26 point growth), but growth between diagnostics for students with IEP's was 10 points less than other student groups and students overall (16 points). i-Ready Math Diagnostic data shows a need to increase focus and opportunity on Hispanic/Latinx students and students with IEP's in order to increase growth and narrow achievement gaps for these students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Math Diagnostic	<p>(Based on mid-year, 2022)</p> <p>73% Overall meeting/exceeding</p> <p>53% English learner meeting/exceeding</p> <p>45% Hispanic/Latinx meeting/exceeding</p>	<p>(based on mid-year, 2023)</p> <p>*Outcome targets are based on student groups making greater growth to close gaps. The overall expected outcome takes into account that students are often members of multiple student groups.</p> <p>80% Overall meeting/exceeding</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	38% Students with IEP's meeting/exceeding	63% English learner meeting/exceeding  60%Hispanic/Latinx meeting/exceediing  50% Students with IEP's meeting/exceeding
CAASPP/Math	TBD Fall, 2022  __% Overall meeting/exceeding  __% English learner meeting/exceeding  __%Hispanic/Latinx meeting/exceediing  __% Students with IEP's meeting/exceeding	Set in Fall, 2022 based on baseline  _% Overall meeting/exceeding  __% English learner meeting/exceeding  __%Hispanic/Latinx meeting/exceediing  __% Students with IEP's meeting/exceeding

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

### Strategy/Activity 1

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

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

Implement STEAM and Project Based Learning programs, activities, and opportunities in all grades.

All students will have access to technology-based, CCSS-aligned learning experiences in their classrooms.

#### Strategy/Activity

1. District Math Benchmarks grade level goal set by staff based on test scores and math pacing guide.
2. Grade level/teacher release day for planning and collaboration.
3. Release time/ Hiring substitutes to allow staff to visit, collaborate, practice, and observe math/ technology use
- 4 Purchase technology to increase student access to technology.



5. Purchase technology to assist teachers in delivering instruction.
6. Training for teachers to use technology programs & devices and math professional development training.
7. Purchase software, resources, subscribe to online programs
8. Robotic kit replacement or new purchases
9. Code to the Future Program training and stipends.
10. Provide if necessary developmentally appropriate approved supplemental mathematics materials (computer programs, books, manipulatives).
11. Translators when needed assist newcomer students to take CAASP Online Test or parent conferences or parent/ staff meetings.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

Targeted Allocation  
  
Training/ Release time/ technology/ resources/ substitute release time for planning/ training

**Strategy/Activity 2**

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

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

Low socioeconomic, English Learners, Hispanic/Latinx and any other students who are below grade level in mathematics standards

Strategy/Activity

1. If funding is available small group intervention targeting low socioeconomic, English Learners, and students who are below grade level in mathematics standards.
2. Purchase curriculum materials and training
3. Planning time/ stipends/ training for math/ CCSS/ PBL.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

Targeted Carryover  
  
If funding is available for targeted math instruction in small groups by teacher, i-Ready/ Online programming or other computer based

	programs or technology items, pay substitute teachers to relieve staff for trainings or planning times, additional site/ district personnel and other programs/ resources/ PLC training/ LLI training/ Math Trainings/ technology training (CTF/ PBL), resources, curriculum material
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified

**Strategy/Activity 3**

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

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

4th/5th grade students who are meeting or exceeding grade level standards have after school enrichment program and promoting math and engineering through family events.

Strategy/Activity

Math enrichment -- Math Olympiad

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

Donations  
Teacher-- Math Olympiad & Family Math Night materials

	None Specified
0	None Specified

**Strategy/Activity 4**

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

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

All students will have more access to NGSS instruction if funding is available.

**Strategy/Activity**

Hire science lab aide and science garden aide.  
Science aides will assist teachers in instructing students in grade level NGSS standards.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
6000	Targeted Allocation 2000-2999: Classified Personnel Salaries Science aide will be paid by partly targeted and donations (This salary includes benefits)
	None Specified
	None Specified

**Strategy/Activity 5**

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

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

All students will have access to technology, engineering and be taught the California Computer Science Standards.

**Strategy/Activity**

1. Hire computer aide if funding is available.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

24300

Source(s)

Targeted Allocation  
2000-2999: Classified Personnel Salaries  
Pay Computer Aide/ Use donations with  
targeted allocation to pay salary and benefits

### Strategy/Activity 7

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

None Specified

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Effectiveness of Math strategies: Mid Year i-Ready results showed all students groups (K-5) continuing to improve in Math compared to last spring (i-Ready in lieu of CAASPP for 3rd-5th grade). Hispanic/ Latin X went from 19% proficient to 45% (growth +26). Asian went from 68.27 % proficient to 91.63% (growth +23.36). White students went from 40.96 proficient to 69.74 (growth +28.78). Socioeconomic disadvantaged students went from 14% proficient to 32% (growth +18). Students with IEP's went from 21% proficient to 37% (growth +16%). Students who were English Learners went from 31% proficient to 53% (growth +22).

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

Pandemic interrupted instruction and planning. The cost of implementation has increased drastically in the last three years due to raises. Next year we will have beginning of year data in August/September (K-5) to implement interventions earlier. We will also have the option of using i-Ready Standards Mastery assessment in between i-Ready Diagnostics, and we hope to have an AVMR-trained math intervention teacher.

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.

If we have additional funding we will prioritize Tier 2 Math intervention at K-2 and add 3-5 intervention as funding allows. We will have more precise grouping of students in their targeted math groups.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts/ English Language Development

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

## Goal 2

School Goal for ELA/Reading : Maintain overall students achieving at/above grade level standard in Reading and narrow gaps between student groups and students overall as measured by the CAASPP/ELA and i-Ready Reading Diagnostics.

All English Language Learners will increase their performance by one level each school year as measured by the ELPAC/ELPI (Level 1->L2Low; L2Low->L2High; L2 High->L3Low; L3Low->L3High; L3High->Level 4)

English Learners will increase academic proficiency in Math and Reading/ELA to close gaps compared to Sutter students' overall achievement.

## Identified Need

Our data show gaps in achievement between Sutter students overall and student groups, especially low socioeconomic, English learners and students with IEP's.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Reading Diagnostic	Based on mid-year, 2022)  78% Overall meeting/exceeding  55% English learner meeting/exceeding	(based on mid-year, 2023) *Outcome targets are based on student groups making greater growth to close gaps. The overall expected outcome takes into account that students are often members of multiple student groups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	21% Hispanic/Latinx meeting/exceeding  66% Students with IEP's meeting/exceeding	80% Overall meeting/exceeding  60% English learner meeting/exceeding  30 %Hispanic/Latinx meeting/exceeding  70 % Students with IEP's meeting/exceeding
CAASPP/ELA	TBD Fall, 2022  __% Overall meeting/exceeding  __% English learner meeting/exceeding  __%Hispanic/Latinx meeting/exceeding  __% Students with IEP's meeting/exceeding	Set in Fall, 2022 based on baseline  __% Overall meeting/exceeding  __% English learner meeting/exceeding  __%Hispanic/Latinx meeting/exceeding  __% Students with IEP's meeting/exceeding

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

## Strategy/Activity 1

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

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

Students who are low socio-economic, English learners, Hispanic/Latinx, or identified as not reading and writing at grade level.

### Strategy/Activity

1. Hire Reading and Writing Intervention teacher instructs students who are below grade level in reading and writing. in small groups.
2. Targeted Guided Reading for students who need additional assistance, EL, Hispanic, and Students with Disabilities, lower socioeconomic
3. Teacher seminars/workshops/training.
4. Staff release days/substitutes if funds are available.
5. Approved supplemental materials for the classroom  
Focus on EL students with 30 minutes per day of ELD instruction.
6. Training in Readers and Writer's Workshop.



**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
24060	Targeted Allocation 1000-1999: Certificated Personnel Salaries Reading Intervention Teacher will work with targeted students who are not proficient in reading or writing.
0	None Specified
0	None Specified
	None Specified
	None Specified

**Strategy/Activity 2**

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

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

All students will have access to level reading materials, textbooks, curriculum, software, apps, licenses.of programs that support reading fluency, phonemic awareness, and comprehension.

**Strategy/Activity**

1. Classrooms will utilize leveled reading materials, trade books, anthologies, daily guided reading groups, read alouds, take home libraries, and self selected reading.
2. Academic Block of time requirement: 2 hours a day designated for literacy instruction and activities.
3. Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan, June 2009)
- 4.. Provide reading software if needed.



- 5. Leveled reading books for on-site book room.
- 6. Language Workshop Block for differentiated instruction.
- 7. Leveled Literacy Instruction (LLI) through RSP teacher.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	None Specified
0	None Specified
	None Specified Professional Staff Development Training/ collaboration, sub

**Strategy/Activity 3**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	None Specified

**Strategy/Activity 4**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

None Specified

**Strategy/Activity 5**

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

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

All students

**Strategy/Activity**

If funds are available, we will try to enact the tasks below.  
  
1. Release days/substitutes/ F & P Testing/ planning  
2. Fountas and Pinnell reading assessment for all students at least twice per year.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1582

Targeted Allocation  
1000-1999: Certificated Personnel Salaries  
Substitutes / Release Time/ Professional Staff  
Development Training/ collaboration/ Team  
planning (this includes salary + benefits)

0

Targeted Allocation

0

None Specified

0

None Specified

0

None Specified

0

None Specified

0

None Specified

0

None Specified

**Strategy/Activity 6**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

None Specified

**Strategy/Activity 7**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

None Specified

None Specified

None Specified

None Specified

None Specified

# Annual Review

## SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Effectiveness notes based on data: Mid-year i-Ready Reading results (K-5) showed MOST students groups continuing to improve compared to last spring's i-Ready in lieu of CAASPP results (3-5 only). Hispanic/Latinx mid-year achievement did not show the same increases as other students groups. Effectiveness of Reading strategies: Mid Year i-Ready results showed all students groups (K-5) continuing to improve in Reading compared to last spring (i-Ready in lieu of CAASPP for 3rd-5th grade). Hispanic/ Latin X went from 28% proficient to 54% (growth +26). Asian went from 82% proficient to 94% (growth +12). White students went from 55% proficient to 72%(growth +17). Socioeconomic disadvantaged students went from 23% proficient to 48% (growth +25). Students with IEP's went from 21% proficient to 36% (growth +15%). Students who were English Learners went from 25% proficient to 55% (growth +30).

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

Pandemic interrupted instruction and planning. The cost of implementation has increased drastically in the last three years due to raises. Next year we will have beginning of year data in August/September (K-5) to implement interventions earlier. We will also have the option of using i-Ready Standards Mastery assessment in between i-Ready Diagnostics,

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.

Changes have been made to this goal based on most recent data. Strategies/Activities will continue (K-5) Tier 2 literacy intervention focus, however, we will have more precise grouping of students in their targeted groups. Intervention teacher(s) will be able to begin in September, 2022 which will be an improvement over this past school year since most activities were delayed again due to covid concerns and protocols.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

## Goal 3

Students and staff will be in a positive school environment that promotes collaboration and character education.

Increase positive student responses (agree and strongly agree) to SEL Survey Self Awareness-Learning Questions: I like it when schoolwork is challenging; I am good at learning new things; Even if the work in my classes is hard, I can learn it

Increase positive student responses (agree and strongly agree) to SEL Survey Social Awareness-Classroom Setting: I actively participate in class discussions, I feel comfortable asking questions, I am comfortable asking my teacher(s) for help

For ATSI, we will improve chronic absenteeism rates from Very High to Medium for students with disabilities and socioeconomically disadvantaged students.

## Identified Need

Based on responses from students in Grades 3-5, two areas on the SCCOE SEL Survey were identified as areas of improvement, only 32.2% of students responded positively to the Self-Awareness Learning competency area and only 37% responded positively to the Social-Awareness Classroom competency area. For ATSI, students with disabilities and socioeconomically disadvantaged students had very high statuses for chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Survey Self Awareness-Learning Questions (Grades 3-5)	22.2% of student responses were positive	40% of student responses are positive
SEL Survey Social Awareness-Classroom (Grades 3-5)	37% of student responses were positive	45% of student responses are positive
Chronic Absenteeism	Overall: 13.3% Socioeconomically disadvantaged students: 33.3% Students with disabilities: 22.2%	Overall: 10% Socioeconomically disadvantaged students: 28% Students with disabilities: 17%

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

### Strategy/Activity 1

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

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

All students and staff are taught character education to promote a positive school environment.

#### Strategy/Activity

1. Continue staff training PBIS for Tier 2.
2. Staff will form Tier 1 and Tier 2 PBIS teams at the beginning of the school year.
3. Staff will meet regularly to review and analyze data of SWIS data and discuss PBIS topics.
4. PBIS facilitators will report out every staff meeting on PBIS news.
5. PBIS team and staff will develop PBIS student expectations.
6. Students will be trained the school rules at the beginning of the school year.
7. Students will review PBIS 3 B's rules every morning.
8. Students will be trained once a trimester on Sutter School Expectations in either centers, assemblies.
9. All staff and students are trained in the PBIS.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Targeted Allocation

substitutes for training and collaboration meetings

### Strategy/Activity 2

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

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

All students, with a focus on students most in need of support

#### Strategy/Activity

1. Staff will collaborate weekly in professional learning communities to analyze student growth and needs both academically and social-emotionally.
2. Staff trained in Professional Learning Community (PLC) district training, site staff development, and institute PLC practices in grade level, staff, and general meetings.
3. PLC team will participate in training by the district.
4. PLC team will meet weekly to develop lesson plans for staff development with staff.
5. PLC team and principal will monitor staff using PLC practices to improve communication, collaboration and social well being.
6. Sutter Staff will attend PLC training conferences.
7. Training for programs and curriculum that improve academics and teacher instruction

- 8. Subs for release time
- 9. Resources
- 10. Travel
- 11. Conference
- 12. Meal stipend

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	Targeted Allocation 1/2 day grade level planning (sub. release days)
	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Coaching for Teachers and Administrators

**Strategy/Activity 3**

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

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

Students who are identified by staff and parents who need counseling or assistance in academic performance.

**Strategy/Activity**

- 1. MTSS/Cycle of Inquiry (including SST/Student Success Team)
- 2. Counseling services.
- 3. 5th grade transition visit from middle school staff

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	None Specified substitute teacher to release teacher for SST/ IEP meetings

**Strategy/Activity 4**

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

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

Teachers will meet weekly to look at all students data especially focusing on students who are not proficient in ELA or Math.

Strategy/Activity

Teachers will have weekly collaboration meetings.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

Targeted Allocation

Substitute/ Release Time/ Professional Staff Development

**Strategy/Activity 5**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

None Specified

**Strategy/Activity 6**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

None Specified

**Strategy/Activity 7**

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

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

Strategy/Activity



**Proposed Expenditures for this Strategy/Activity**

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

[Empty box for amount and funding source information]

None Specified

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## District Priorities/LCAP Goals/District Focus Areas Alignment

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

	None Specified
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### Strategy/Activity 2

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

	None Specified
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**Strategy/Activity 3**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

	None Specified
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**Strategy/Activity 4**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

0	
0	
0	

**Strategy/Activity 7**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

0	
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**Strategy/Activity 8**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

	None Specified
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## District Priorities/LCAP Goals/District Focus Areas Alignment

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## District Priorities/LCAP Goals/District Focus Areas Alignment

## Goal 6

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

None Specified

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## District Priorities/LCAP Goals/District Focus Areas Alignment

## Goal 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

None Specified

### Strategy/Activity 2

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Targeted Allocation



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$55,942.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
Donations	\$0.00
None Specified	\$0.00
Targeted Allocation	\$55,942.00
Targeted Carryover	\$0.00

Subtotal of state or local funds included for this school: \$55,942.00

Total of federal, state, and/or local funds for this school: \$55,942.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation		
None Specified		

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Donations	0.00
None Specified	0.00
Targeted Allocation	55,942.00
Targeted Carryover	0.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,642.00
2000-2999: Classified Personnel Salaries	30,300.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Donations	0.00
	None Specified	0.00
	Targeted Allocation	0.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	25,642.00

2000-2999: Classified Personnel Salaries	Targeted Allocation	30,300.00
	Targeted Carryover	0.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,300.00
Goal 2	25,642.00
Goal 3	0.00
Goal 4	0.00

# School Site Council Membership

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

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

Name of Members	Role
Michael Fong	Principal
Andrea Malae	
Shirley Stibbard	Classroom Teacher
Annie Stephanos	Other School Staff
Meghan Fujiahara	Classroom Teacher
Mario Ponce	Parent or Community Member
Prabhakar Pooskur	

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



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 Feb. 16, 2023.

Attested:



Principal, Michael Fong on Feb. 16, 2023



SSC Chairperson, Shirley Stibbard on Feb. 16, 2023