School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sutter Elementary School	43-69674-6049027	April 4, 2024	June 13, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Sutter Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for in alignment with the Local Control and Accountability Plan (LCAP) 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.

Educational Partner Involvement

How, when, and with whom did your Sutter Elementary 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 (SSC/ English Language Advisory Committee (ELAC)), Site Leadership Team (SLT) and staff reviewed budget/ goals and developed priorities for school and made recommendations from looking at student performance data from our school programs. From that meeting the school site council was able to develop a plan to share with the staff and community.

On Feb. 7, 2024, Staff reviewed the Site Leadership Team and School Site Council/ ELAC recommendations on what school priorities should be. They reviewed iReady student performance data. The principal took their feedback and completed the single site plan.

After using the feedback from the School Site Council/ ELAC, SLT, and staff, the principal crafted the single site plan. That document was presented to the School Site Council/ ELAC on April 4, 2024.

School Site Council/ELAC (voted) approved and adopted the budget and goals on April 4, 2024 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.

This section is required for all schools eligible for ATSI and CSI only.

ATSI-

We are in orange due to high chronic absent

As a school identified for ATSI, having a Literacy Intervention Teacher would improve intervention systems for English Learners and low socioeconomic students, and to see improvements in our CAASPP scores.

1) Student Support and Intervention- We need additional support in intervention. Sutter spends $25,475 a year out of targeting to address our ELD learners and low socioeconomic students. Our total income for Target is 47,475. That is more than half my targeted funds. We still have to pay for other programs to support student learning.

All CSEIS schools have Literacy Intervention Teachers assigned to work with their students who are below grade level in reading. Sutter is the only CSEIS school with the least support from the district.

Because of our lack of funding to support our student needs we have no math intervention programs.

2) Sutter needs additional support from Wellness counseling to support the socio-emotional needs of our students. We receive MFT counseling 2 days a week. This does not accommodate all our students who need counseling. We service around 25 students a year. In a normal year, we cannot service 10 students due to the need. If we have more funding then we would be able to meet all the needs of our students.

3) Sutter Hispanic population declined -15.2 points. The previous years we had funding for math intervention. If the district provided funding for math intervention teachers we would close the achievement gap.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Sutter is orange for chronic absenteeism. We have taken steps to address this issue from using our Wellness Coordinator to work with our families who have attendance issues to bringing these families to SARB if needed.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Hispanic is orange in both ELD and math. Sutter is the only CSEIS school that does not have a district reading intervention teacher. While our other subgroups are excelling, our Hispanic population is declining academically.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Need additional resources or funding to hire a math intervention teacher.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Sutter Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.92%	0.33%	2	3	1
African American	0.8%	0.31%	1.31%	3	1	4
Asian	35.8%	34.36%	28.52%	140	112	87
Filipino	3.1%	3.99%	3.61%	12	13	11
Hispanic/Latino	18.4%	20.55%	20%	72	67	61
Pacific Islander	%	%	0%			0
White	29.2%	26.38%	30.16%	114	86	92
Multiple/No Response	10.2%	11.66%	14.43%	40	38	44
			Total Enrollment	391	326	305

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
Total Enrollment	391	326	305

Conclusions based on this data:

1. Our student population is declining in grades kindergarten, grade 1, 4, 5.

2. Our student population is increasing in grades 3 and 4 from 21-22 to 22-23.

3. Our overall population has decreased from 391 to 305 students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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	27	33	11.1%	8.3%	10.8%

Conclusions based on this data:

1. 20-21 to 2022-2023 we continue to decline enrollment from 54 to 44 students.

2. 20-21 to 2022-2023 our RFEP has been consistent from 23.30% (20-21) to 21.8% (21-22) to 24.3% (22-23).

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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

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	44	0	58	42	0	58	42	0.0	100.0	95.5
Grade 4	64	49	55	0	47	53	0	47	53	0.0	95.9	96.4
Grade 5	55	53	47	0	53	46	0	53	46	0.0	100.0	97.9
All Grades	180	160	146	0	158	141	0	158	141	0.0	98.8	96.6

Overall Participation for All Students

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

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.	2472.		55.17	42.86		24.14	28.57		8.62	21.43		12.07	7.14
Grade 4		2524.	2532.		48.94	56.60		31.91	13.21		4.26	13.21		14.89	16.98
Grade 5		2573.	2551.		50.94	43.48		24.53	23.91		15.09	8.70		9.43	23.91
All Grades	N/A	N/A	N/A		51.90	48.23		26.58	21.28		9.49	14.18		12.03	16.31

Overall Achievement for All Students

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	26.19		58.62	66.67		6.90	7.14
Grade 4		31.91	35.85		59.57	54.72		8.51	9.43
Grade 5		41.51	39.13		49.06	45.65		9.43	15.22
All Grades		36.08	34.04		55.70	55.32		8.23	10.64

Reading
Demonstrating understanding of literary and non-fictional texts

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	21.43		43.10	64.29		13.79	14.29
Grade 4		34.78	37.74		47.83	50.94		17.39	11.32
Grade 5		41.51	32.61		43.40	47.83		15.09	19.57
All Grades		40.13	31.21		44.59	53.90		15.29	14.89

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	14.29		67.24	80.95		8.62	4.76
Grade 4		25.53	28.30		65.96	64.15		8.51	7.55
Grade 5		33.96	34.78		66.04	60.87		0.00	4.35
All Grades		27.85	26.24		66.46	68.09		5.70	5.67

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	23.81		63.79	64.29		3.45	11.90
Grade 4		38.30	39.62		57.45	54.72		4.26	5.66
Grade 5		39.62	45.65		58.49	43.48		1.89	10.87
All Grades		36.71	36.88		60.13	53.90		3.16	9.22

Conclusions based on this data:

1. A significant percentage of Sutter students met or exceeded grade level standards on the 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 the economically disadvantaged students.

2. Our intervention programs will address and support students who are not meeting standards with a focus on narrowing the achievement gap between the economically disadvantaged students and others.

3. n/a

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

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	44	0	58	43	0	58	43	0.0	100.0	97.7
Grade 4	64	49	55	0	47	55	0	47	55	0.0	95.9	100.0
Grade 5	55	53	47	0	53	47	0	53	47	0.0	100.0	100.0
All Grades	180	160	146	0	158	145	0	158	145	0.0	98.8	99.3

* 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.	2477.		56.90	41.86		24.14	25.58		12.07	18.60		6.90	13.95
Grade 4		2533.	2532.		46.81	41.82		23.40	32.73		21.28	18.18		8.51	7.27
Grade 5		2576.	2576.		50.94	51.06		26.42	21.28		15.09	10.64		7.55	17.02
All Grades	N/A	N/A	N/A		51.90	44.83		24.68	26.90		15.82	15.86		7.59	12.41

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	53.49		37.93	32.56		8.62	13.95
Grade 4		53.19	47.27		36.17	38.18		10.64	14.55
Grade 5		52.83	59.57		37.74	23.40		9.43	17.02
All Grades		53.16	53.10		37.34	31.72		9.49	15.17

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	46.51		41.38	39.53		5.17	13.95
Grade 4		44.68	43.64		42.55	47.27		12.77	9.09
Grade 5		47.17	44.68		45.28	38.30		7.55	17.02
All Grades		48.73	44.83		43.04	42.07		8.23	13.10

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	30.23		39.66	62.79		8.62	6.98
Grade 4		51.06	43.64		42.55	47.27		6.38	9.09
Grade 5		39.62	51.06		50.94	34.04		9.43	14.89
All Grades		47.47	42.07		44.30	47.59		8.23	10.34

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.

3. Due to the decline of funding, we don't have a math intervention instructor. This has hurt supporting certain subgroups in which their test scores have declined. If we had additional funding we could address this issue.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	1432.8	1487.2	1472.7	1438.3	1514.4	1519.5	1419.6	19	17	19
1	1502.1	*	*	1504.9	*	*	1499.2	*	*	16	7	5
2	*	*	*	*	*	*	*	*	*	10	8	4
3	*	*	*	*	*	*	*	*	*	8	*	7
4	*	*	*	*	*	*	*	*	*	8	6	5
5	*	*	*	*	*	*	*	*	*	6	*	6
All Grades										67	43	46

	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	36.84	15.79	29.41	26.32	5.26	5.88	15.79	10.53	17.65	21.05	19	17	19
1	50.00	*	*	25.00	*	*	18.75	*	*	6.25	*	*	16	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.75	32.56	28.26	25.37	34.88	26.09	16.42	18.60	21.74	7.46	13.95	23.91	67	43	46

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	36.84	21.05	11.76	26.32	5.26	5.88	10.53	10.53	17.65	26.32	19	17	19
1	68.75	*	*	6.25	*	*	18.75	*	*	6.25	*	*	16	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.72	48.84	43.48	25.37	27.91	19.57	13.43	9.30	13.04	4.48	13.95	23.91	67	43	46

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
K	57.89	47.06	15.79	26.32	5.88	21.05	5.26	35.29	47.37	10.53	11.76	15.79	19	17	19
1	37.50	*	*	37.50	*	*	12.50	*	*	12.50	*	*	16	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.81	34.88	10.87	31.34	18.60	23.91	17.91	30.23	36.96	11.94	16.28	28.26	67	43	46

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
K	63.16	64.71	47.37	26.32	11.76	26.32	10.53	23.53	26.32	19	17	19
1	68.75	*	*	25.00	*	*	6.25	*	*	16	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.21	51.16	36.96	35.82	32.56	36.96	5.97	16.28	26.09	67	43	46

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
K	36.84	41.18	21.05	57.89	41.18	57.89	5.26	17.65	21.05	19	17	19
1	43.75	*	*	50.00	*	*	6.25	*	*	16	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	49.25	41.86	36.96	47.76	44.19	39.13	2.99	13.95	23.91	67	43	46

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
K	31.58	47.06	31.58	57.89	35.29	52.63	10.53	17.65	15.79	19	17	19
1	56.25	*	*	31.25	*	*	12.50	*	*	16	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.30	32.56	19.57	46.27	41.86	50.00	13.43	25.58	30.43	67	43	46

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
K	78.95	58.82	31.58	15.79	29.41	57.89	5.26	11.76	10.53	19	17	19
1	31.25	*	*	50.00	*	*	18.75	*	*	16	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.28	41.86	21.74	46.27	44.19	50.00	10.45	13.95	28.26	67	43	46

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. Continue to provide additional resources and support for EL students who are below standards and not level 4 yet.

3. Teachers will continue to implement the designated ELD program daily and in 24-25 will begin using the newly adopted phonics program in grades K-2.

School and Student Performance Data

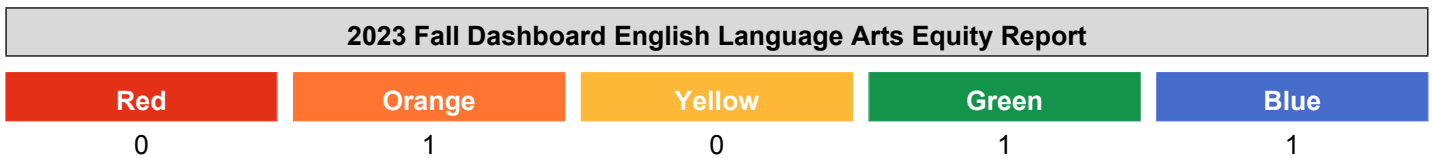## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
305	**25.6**	**14.4**	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	44	14.4
Foster Youth		
Homeless	2	0.7
Socioeconomically Disadvantaged	78	25.6
Students with Disabilities	31	10.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.3
American Indian	1	0.3
Asian	87	28.5
Filipino	11	3.6
Hispanic	61	20
Two or More Races	44	14.4
White	92	30.2

Conclusions based on this data:

1. 25.6% of our student population is socially disadvantaged. 78 students of 305 are socioeconomically disadvantaged.

2. 14.4% are English Learners. A total of 44 students.

3. Sutter has 31 students with disabilities.

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall, academic performance in ELA and Mathematics are in green.

2. Chronic absenteeism is orange. We are communicating with families when students are absent and tardy. Our goal is to get to green.

3. Counseling and wellness coordinator and social worker communicating with families who have poor attendance (attending 90% or lower attendance rate). School attendance clerk follows district attendance procedures when students have unexcused absences.

School and Student Performance Data

Academic Performance
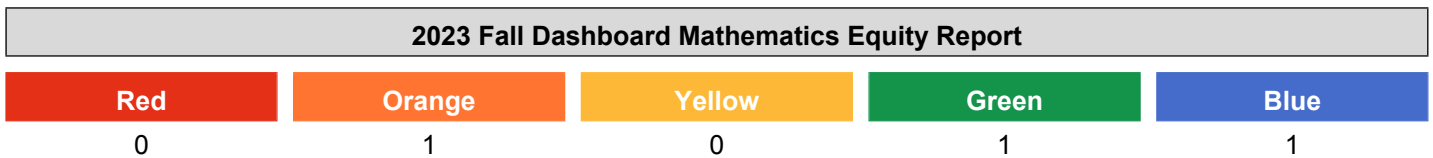### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	1	1

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green 52.2 points above standard Decreased -6.3 points 139 Students	4.1 points above standard Decreased Significantly -50.5 points 25 Students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 2 Students	21.9 points below standard Decreased -14.2 points 38 Students	18 points below standard Decreased Significantly -15.6 points 24 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	Less than 11 Students	Blue	Less than 11 Students
0 Students	0 Students	121.8 points above standard	4 Students
		Increased Significantly +16.8 points	
		33 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	55.4 points above standard	No Performance Color	Green
37.1 points below standard	Decreased Significantly - 24.4 points	0 Students	61.7 points above standard
Decreased Significantly - 19.1 points	21 Students		Decreased -13.6 points
31 Students			46 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students	50.9 points above standard	39.6 points above standard
10 Students	Decreased Significantly -34.7 points	Decreased -13.8 points
	16 Students	87 Students

Conclusions based on this data:

1. Overall, we are performing significant above standard. All students are 52.2 points above standard. English Learner students are 4.1 points above standard.

2. Our Hispanic cohort decreased 19.1 points. Our Hispanic cohort is 37.1 points below standard. We had targeted Hispanic students receive reading intervention during the school year. Teacher are using Designated EL and will be using phonics program to address our decline in test scores for Hispanic population.

3. Inequity in services by district, we are the only CSEIS school that does not receive district reading intervention support. If we received additional support like the other CSEIS schools, we could give additional support to close the education gap between Hispanic and all students test scores in ELA.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	1	1

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	26.8 points above standard	No Performance Color
49.9 points above standard	Decreased Significantly -24.3 points	0 Students
Decreased -6 points		
140 Students	25 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	20.8 points below standard	13.1 points above standard
2 Students	Maintained +0.4 points	Increased +13.7 points
	39 Students	24 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	Less than 11 Students	Blue	Less than 11 Students
0 Students	0 Students	112.9 points above standard	4 Students
		Maintained -0.6 points	
		33 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	68.4 points above standard	No Performance Color	Green
25.3 points below standard	Increased +5.7 points	0 Students	48.4 points above standard
Decreased Significantly -15.2 points	21 Students		Decreased -8.3 points
32 Students			46 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students	63 points above standard	37.1 points above standard
10 Students	Decreased Significantly -21.6 points	Decreased -11.5 points
	16 Students	87 Students

Conclusions based on this data:

1. Overall performance we are performing above standard or above standards. All students are 49.9 from 56.0 above standard last year and English learners is 26.8 points above standard.

2. Overall performance we are performing at standard or above standards. Reclassified English Learners are 68.4 points above standard from 84.8 the previous year.

3. Hispanics are 25.3 points below standard. This school year our learning focus was mathematics to address this issue. Teacher are meeting weekly to look at student data and adjusting to student needs.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
63.6 points above standard making progress towards English language proficiency
Number of EL Students: 22 Students
Performance Level: No Performance Level

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.

2023 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
3	5	0	14

Conclusions based on this data:

1. Our English Learners scores increased from 2022 school year 54.2% making progress towards being EL proficien to 63.8%.

2. We had a total of 22 EL students.

3. 14 increased at least one ELPI level and 5 maintained and 3 decreased one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report
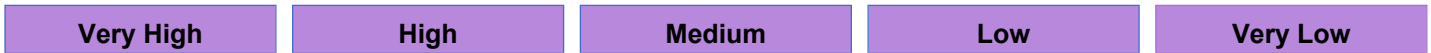
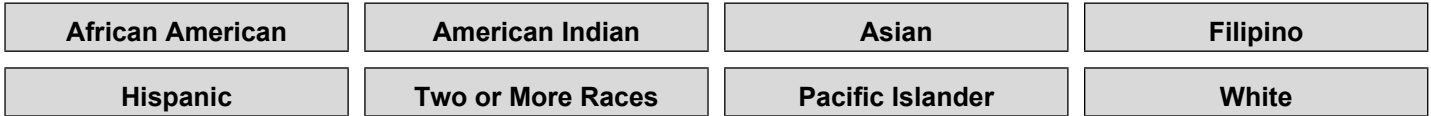| Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
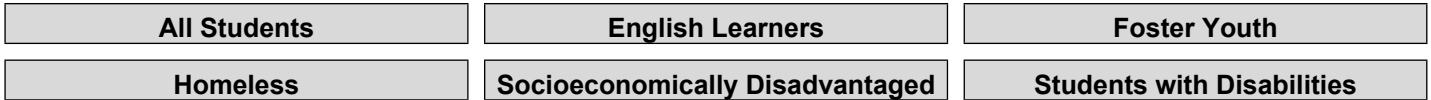
2023 Fall Dashboard College/Career Reportby Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
14.9% Chronically Absent	18.2% Chronically Absent	0 Students
Increased 1.6	Maintained -0.1	
316 Students	55 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
2 Students	27.4% Chronically Absent	27% Chronically Absent
	Declined -6	Increased 4.8
	84 Students	37 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Yellow	0% Chronically Absent
4 Students	1 Student	7.7% Chronically Absent	Maintained 0
		Maintained 0.2	11 Students
		91 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Green	No Performance Color	Red
27.3% Chronically Absent	4.1% Chronically Absent	0 Students	20.2% Chronically Absent
Declined -6.9	Declined -2.6		Increased 11.8
66 Students	49 Students		94 Students

Conclusions based on this data:

1. Overall we have high chronic absenteeism red and orange for groups Hispanic, White, Socio disadvantaged, and student with disabilities.

2. Hispanic and White cohorts have a very high chronically absent. Hispanic population declined by 6.9 percent. White increased by 11.8. White is at 20.2%.

3. The very high chronic absenteeism status for Socioeconomically disadvantaged and students with disabilities identified these students groups for ATSI in 2023.

School and Student Performance Data

Academic Engagement
Graduation Rate

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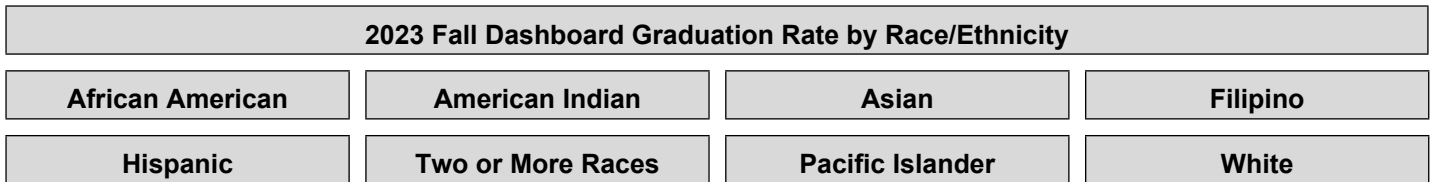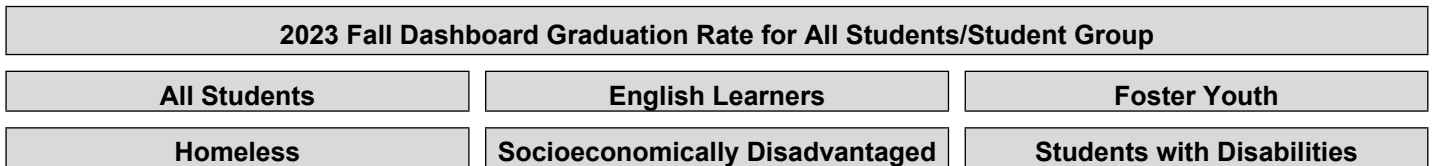
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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

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

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

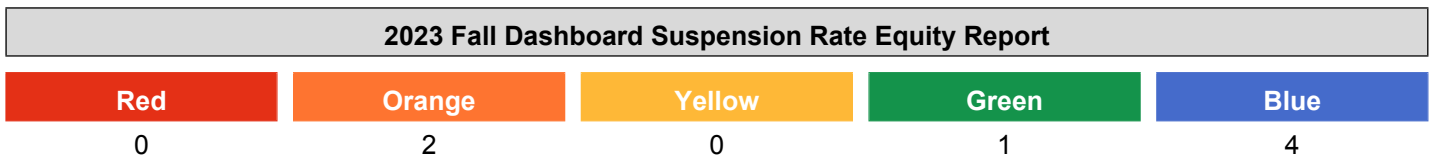## Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	1	4

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
0.9% suspended at least one day	0% suspended at least one day	0 Students
Maintained -0.2	Declined -1.4	
320 Students	55 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Green	Orange
2 Students	1.2% suspended at least one day	2.7% suspended at least one day
	Declined -0.3	Increased 0.5
	85 Students	37 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 1 Student	Blue 0% suspended at least one day Declined -1.6 92 Students	0% suspended at least one day Maintained 0 11 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange 4.4% suspended at least one day Increased 3.1 68 Students	Blue 0% suspended at least one day Maintained 0 49 Students	No Performance Color 0 Students	Blue 0% suspended at least one day Declined -1 95 Students

Conclusions based on this data:

1. Suspension rate is green, but we will continue to focus on the PBIS program and interventions to support our character education program and lower suspension rate.

2. Two cohorts were Hispanic and students with disabilities were orange. We will continue to use the check in and check out program to support students

3. PBIS walkthroughs occurring 3 times a school year to evaluate Sutter's PBIS program. Walkthroughs evaluate if staff use PBIS academic language and implement positive classroom management at a high level.

Sutter uses a check in and check out program. Focus students who are struggling with academics or behavior participate in this program where they meet with a mentor daily to go over academic or behavior goals. Students receive rewards if they meet their weekly academic or behavior goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goals:
All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 acheivement gaps for these students.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Math Diagnostic	(Based on Aug. 2023 to March 2024) 38% Overall meeting/exceeding; 77% Overall meeting/exceeding 7% English learner meeting/exceeding; 33 % English learner meeting/exceeding 6% Hispanic/Latinx meeting/exceeding; 48%Hispanic/Latinx meeting/exceeding 19 % Students with IEP's meeting/exceeding; 47% Students with IEP's meeting/exceeding	(based on March 2024 2023) *Outcome targets are based on student groups making greater growth to close gaps. The overall exptected outcome takes into account that students are often members of multiple student groups. 77% Overall meeting/exceeding 33 % English learner meeting/exceeding 48%Hispanic/Latinx meeting/exceediing 47% Students with IEP's meeting/exceeding
CAASPP/Math	2022-2023 School Year 71.73 % Overall meeting/exceeding 63.64% English learner meeting/exceeding 37%Hispanic/Latinx meeting/exceediing 63.64% Students with IEP's meeting/exceeding	2023-2024 School Year _% Overall meeting/exceeding __% English learner meeting/exceeding __%Hispanic/Latinx meeting/exceediing __% Students with IEP's meeting/exceeding

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	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.	0 Targeted Allocation Training/ Release time/ technology/ resources/ substitute release time for planning/ 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.		
1.2	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.	Low socioeconomic, English Learners, Hispanic/Latinx and any other students who are below grade level in mathematics standards	0 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

1.3	Math enrichment -- Math Olympiad	4th/5th grade students who are meeting or exceeding grade level standards have an after school enrichment program and promote math and engineering through family events.	0 Donations Teacher-- Math Olympiad & Family Math Night materials None Specified 0 None Specified
1.4	Hire science lab aide and science garden aide. Science aides will assist teachers in instructing students in grade level NGSS standards.	All students will have more access to NGSS instruction if funding is available.	2000 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
1.5	1. Hire computer aide if funding is available.	All students will have access to technology, engineering and be taught the California Computer Science Standards.	20000 Targeted Allocation 2000-2999: Classified Personnel Salaries Pay Computer Aide/ Use donations with targeted allocation to pay salary and benefits
1.7			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2022-2023 School Year

71.73 % Overall meeting/exceeding

63.64% English learner meeting/exceeding

37%Hispanic/Latinx meeting/exceediing

63.64% Students with IEP's meeting/exceeding

Aug. 2023: iReady Diagnostric #1 : 38% Overall meeting/exceeding;

March 2024: iReady Diagnostic #3 77% Overall meeting/exceeding

Aug. 2023: iReady Diagnotrict #1 7 % English learner meeting/exceeding

March 2024: iReady Diagnostic #3 33% English learner meeting/exceeding

April 2023: iReady Diagnostic #`   6% Hispanic/Latinx meeting/exceeding

March 2024: iReady Diagnostic #3   48 %Hispanic/Latinx meeting/exceeding

April 2023: iReady Diagnostic #1 19% Students with IEP's meeting/exceeding;

March 2024: iReady Diagnostic #3 47 % Students with IEP's meeting/exceeding

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

Sutter has made steady progress in increasing our overall/ exceeding mastery by our students. Overall, we increased from 38% to 77% overall meeting/ exceeding in iReady Math diagnostics.

Our English Learners increased from 7% to 33% meeting or exceeding in math diagnostics. Our Hispanic group went from 6% to 48% meeting or exceeding. Our students with IEP's went from 19% to 47% meeting or exceeding.

Due to lack of funding, our site does not have funding to support a math intervention program. Because of declining enrollment, Sutter's funds are declining.

Because of this, Sutter teachers are focusing on improving their tier 1 instruction to meet the needs of our students.

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 that will occur for the 24-25 school year is that we will continue to focus on tier 1 practices and perfect our small group instruction to support our student needs since we don't have additional funding for math intervention programs.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **English Language Arts/ English Language Development**
> 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.
>
> English Learners will increase academic proficiency in Math and Reading/ELA to close gaps compared to Sutter students' overall achievement.
>
> 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)

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LCAP Goals:
>
> All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Reading Diagnostic	Based on Aug, 2023 and March 2024 scores. 57% Overall meeting/exceeding; 76% Overall meeting/exceeding 13 % English learner meeting/exceeding; 35% English learner meeting/exceeding 21% Hispanic/Latinx meeting/exceeding; 30 %Hispanic/Latinx meeting/exceeding 66% Students with IEP's meeting/exceeding; 70 % Students with IEP's meeting/exceeding	(based on March 2024) *Outcome targets are based on student groups making greater growth to close gaps. The overall exptected outcome takes into account that students are often members of multiple student groups. 76% Overall meeting/exceeding 35% English learner meeting/exceeding 30 %Hispanic/Latinx meeting/exceeding 70 % Students with IEP's meeting/exceeding
CAASPP/ELA	2022-2023 69.51 % Overall meeting/exceeding 50% English learner meeting/exceeding 31.26%Hispanic/Latinx meeting/exceediing 21.43% Students with IEP's meeting/exceeding	2023-2024 _% Overall meeting/exceeding __% English learner meeting/exceeding __%Hispanic/Latinx meeting/exceediing __% Students with IEP's meeting/exceeding

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	Students who are low socio-economic, English learners, Hispanic/Latinx, or identified as not reading and writing at grade level.	25475 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
1.2	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.	All students will have access to level reading materials, textbooks, curriculum, software, apps, licenses.of programs that support reading fluency, phonemic awareness, and comprehension.	0 Donations 0 None Specified None Specified Professional Staff Development Training/ collaboration, sub
1.3			None Specified
1.4			None Specified
1.5	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.	All students	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
1.6			None Specified
1.7			None Specified
			None Specified
			None Specified
			None Specified
			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

22-23 CAASPP Testing:

69.51 % Overall meeting/exceeding in CAASPP ELA,
50% English learner meeting/exceeding,
31.26%Hispanic/Latinx meeting/exceediing
21.43% Students with IEP's meeting/exceeding

2023-2024 iReady Diagnostic Testing:

Aug. 2023: iReady Diagnostric #1 : 57% Overall meeting/exceeding;

March 2024: iReady Diagnostic #3 76% Overall meeting/exceeding

Aug. 2023: iReady Diagnotrict #1 13 % English learner meeting/exceeding

March 2024: iReady Diagnostic #3 35% English learner meeting/exceeding

April 2023: iReady Diagnostic #` 21% Hispanic/Latinx meeting/exceeding

March 2024: iReady Diagnostic #3 30 %Hispanic/Latinx meeting/exceeding

April 2023: iReady Diagnostic #1 66% Students with IEP's meeting/exceeding;

March 2024: iReady Diagnostic #3 70 % Students with IEP's meeting/exceeding

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

We have a reading intervention program for grades K-5. The program targeted our English Learners (EL). Students would meet 3 times a week for 90 min. a week with targeted instruction focusing on the needs of the student.

From the end of Sept. 2023- Sutter began our reading intervention programs for grades 3-5.

From Jan. 2024- April 2024, we began our reading intervention program for grades K-2.

By looking at the student data from our iReady scores we are making steady progress in closing the achievement gap. In all four categories above we have made gains.

In the 23-24 school year for iReady overall meeting/ exceeding, we began in August at 57% and increased to 76%. Sutter's English Learner's went from 13% to 35% meeting or exceeding in ELA. In Hispanic/ Latin X we went from 21%-30% and students with IEP"S we went from 66%-70% meeting or exceeding.

When we administered the iReady diagnostic #3 tests were in March 2024. We still had two more months of instructional time, so our scores would have projected higher if taken in May 2024.

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.

Next school year, there are three changes that will affect us:

1) Funding, we are receiving less money which will shorten our reading intervention program end time by a month or two. All depending on funding. Other schools have district intervention programs while Sutter does not receive any district support.
2) The district and site will start earlier because we have two employees hired to administer it.
3) The district and site will implement a new adopted phonics program which will be used for targeted intervention. Sutter teachers will work with our instructional coach and committee members for the District Literacy Committee will train teachers on how to implement this program. This program should improve student learning and close the achievement gap from our lowest performers to meet our highest performers.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **School Climate**
> 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.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LCAP Goals:
> SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaborative and are prepared to thrive in a global society.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> 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
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All students and staff are taught character education to promote a positive school environment.	Targeted Allocation substitutes for training and collaboration meetings
1.2	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	All students, with a focus on students most in need of support	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
1.3	1. MTSS/Cycle of Inquiry (including SST/Student Success Team) 2. Counseling services. 3. 5th grade transition visit from middle school staff	Students who are identified by staff and parents who need counseling or assistance in academic performance.	0 None Specified substitute teacher to release teacher for SST/ IEP meetings
1.4	Teachers will have weekly collaboration meetings.	Teachers will meet weekly to look at all students data especially focusing on students who are not proficient in ELA or Math.	0 Targeted Allocation Substitute/ Release Time/ Professional Staff Development
1.5			None Specified

1.6			None Specified
1.7			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

District PBIS team will do 3 PBIS walkthroughs to determine the effectiveness of our PBIS program to improve school climate.

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

n/a

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.

n/a

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$47,475.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

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	$47,475.00
Targeted Carryover	$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $47,475.00

Total of federal, state, and/or local funds for this school: $47,475.00

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	47,475.00
Targeted Carryover	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,475.00
2000-2999: Classified Personnel Salaries	22,000.00

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	25,475.00

| 2000-2999: Classified Personnel Salaries | Targeted Allocation | 22,000.00 |
| | Targeted Carryover | 0.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,000.00
Goal 2	25,475.00
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

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Michael Fong	Principal
Andrea Malae	Classroom Teacher
Lori Droze	Other School Staff
Meghan Fujiahara	Classroom Teacher
Mary Garrett	Parent or Community Member
Frank Tsai	Parent or Community Member
Ayah Moustafa	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Martha R	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 April 4, 2024.

Attested:

Signature	
Michael Fong	Principal, Michael Fong on April 4, 2024
Mary Garrett	SSC Chairperson, Mary Garrett on April 4, 2024