



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sutherland School	Elementary	39685856110944	May 1, 2025	June 17, 2025

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 Sutherland Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) 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 Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Sutherland 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

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection

The process began with a self-reflection phase in January 2025, during which 28 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review

In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included

examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement

The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement

Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

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.

State Indicators California School Dashboard (Dashboard) Indicators:

Suspension Rate (Red Overall):

- The overall suspension rate was 4.2% and increased by 2.6% from the prior year.

Specific student groups performing in the Red:

- African American Students: 7.3% suspended. This was an increase of 4.7%
- Two or More Races: 9.5% suspended, This was an increase of 9.5%
- Socioeconomically Disadvantaged Students: 4.0% suspended. This was an increase of 2.6%

Steps Taken / Planned:

- The school is reviewing its discipline policies and working to improve communication with families to support student behavior and success.
- The school is also finding ways to better involve families in setting behavior expectations and helping everyone understand the discipline process.

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.

Upon reviewing the available data, at Sutherland Elementary School African American students (Red), performed two performance levels below the "All Students" performance (Yellow) as demonstrated by the CA Dashboard 2024 Chronic Absenteeism Rate indicator.

Specific student groups performing in the Red:

- African American Students: 69.2% chronically absent. This was an increase of 12.5%

Steps Taken to Address Chronic Absenteeism Performance Gap:

To help improve student attendance, especially for African American students, Sutherland Elementary has focused on building better communication with families. Staff are reaching out more often to check in with families, share attendance updates, and offer support. Teachers and staff are meeting regularly to look at attendance data and identify students who need extra help. The school is also promoting positive messages about coming to school every day and is holding parent meetings and activities to strengthen family connections. These efforts are meant to help families feel more supported and encourage students to come to school more regularly.

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.

Academic Growth and Achievement

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Sutherland Elementary School aims to enhance academic instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts, Mathematics, and Science:

- K-2 DIBELS Assessment
- 2nd-6th Grade Reading Inventory (RI)
- 3rd-6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts
- K-6th Grade Math iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics
- 5th Grade California Science Test (CAST)
- California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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 Sutherland's Comprehensive Needs Assessment, we have identified the following areas in ELA, Mathematics, & Science that need improvement based on a review of the California School Dashboard and local data. The ELA and Mathematics indicators were met for the 2024-2025 school year. (Science was not an indicator in 2023-24). However, more growth in English Language Arts and Math is needed. Another area needing substantial improvement is the alignment and rigor of instructional practices. While Sutherland students demonstrated growth in both English Language Arts and Mathematics, the overall performance remained in the Yellow band, with students performing 42.2 and 62.4 points below standard, respectively. Students with disabilities in particular performed in the Orange performance band for ELA, scoring 77.9 points below standard, which is two levels below the overall student performance.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:

- The 2023-2024 3rd - 6th CAASPP ELA Assessment
- The 2024 California Dashboard: ELA
- The 2024-2025 2nd-6th iReady MOY ELA Assessment
- The 2024-2025 K-2 MOY DIBELS Assessment
- The 2024-2025 2-6 MOY Reading Inventory (RI) Assessment
- The 2023-2024 3rd-6th CAASPP Math Assessment
- The 2024 California Dashboard: Mathematics
- The 2024-2025 K-6th grade iReady MOY Mathematics Assessment
- The 2023-2024 California Science Test (CAST)
- The 2024 California Dashboard: Science
- The 2024 California Dashboard: English Learner Progress Indicator (ELPI)

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
K-2 DIBELS Assessment	<p>During the 2024-2025 school year, 46% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p> <p>During the 2024-2025 school year, 34% of English Learner Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p>	<p>During the 2025-2026 school year, 51% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.</p> <p>During the 2025-2026 school year, 39% of Kindergarten-2nd grade English Learner students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.</p>
California Dashboard: ELA	<p>All Students were Yellow on the 2024 California Dashboard. This was 42.2 points below standard.</p> <p>English Learners were Yellow on the 2024 California Dashboard. This was 93.3 points below standard.</p>	<p>All Students will maintain yellow performance by decreasing the distance from standard by 12.4 points or more on the 2025 California Dashboard.</p> <p>English Learner students will maintain yellow performance by decreasing the distance from standard by 17.2 points or more on the 2025 California Dashboard.</p>

3rd-6th Grade CAASPP English Language Arts	<p>During the 2023-2024 school year, 32% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2023-2024 school year, 10% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p>	<p>During the 2024-2025 school year, 37% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2024-2025 school year, 15% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p>
2nd-6th iReady MOY ELA Assessment	<p>During the 2024-2025 school year, 33% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2024-2025 school year, 5.71% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>	<p>During the 2025-2026 school year, 38% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2025-2026 school year, 10.71% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>
3rd-6th Grade CAASPP Mathematics	<p>During the 2023-2024 school year, 26.74% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2023-2024 school year, 5.0% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p>	<p>During the 2024-2025 school year, 31% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2024-2025 school year, 10.0% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p>
K-6 iReady MOY Mathematics Assessment	<p>During the 2024-2025 school year, 18% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2024-2025 school year, 2.17% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>	<p>During the 2025-2026 school year, 23% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2025-2026 school year, 7.17% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>
California Dashboard: Mathematics	<p>All Students were Yellow on the 2023-2024 California Dashboard for Mathematics. This was 62.4 points below standard.</p> <p>English Learners were Yellow on the 2024 California Dashboard for</p>	<p>All Students will maintain performance the yellow level by decreasing the distance from standard in Mathematics by 18.7 or more points on the 2025 California Dashboard.</p> <p>English Learner students will maintain the yellow level by decreasing the</p>

	Mathematics. This was 67.2 points above/below standard.	distance from standard in Mathematics by 14.1 or more points on the 2025 California Dashboard.
5th Grade California Science Test CAST	<p>During the 2023-2024 school year, 3.45% of 5th grade students met or exceeded standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 0% of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.</p>	<p>During the 2024-2025 school year, 8.45% of 5th grade students will meet/exceed standards on the CAST Assessment in Science.</p> <p>During the 2024-2025 school year, 5% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.</p>
California Dashboard: Science	<p>All Students: No Performance Color in 2024 This was 22.5 points below standard.</p> <p>English Learners: No Performance Color in 2024. This was 19.4 points below standard.</p>	<p>All Students will perform at the Yellow level by decreasing the distance from standard in Science to 17.5 points or less below standard on the 2025 California Dashboard.</p> <p>English Learner students will perform at the Yellow level by decreasing the distance from standard in Science to 14.4 points or less below standard on the 2025 California Dashboard.</p>
California Dashboard: English Learner Progress Indicator	46.6 % made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	51.6 % will be making progress towards English language proficiency maintaining the green performance level as demonstrated by the 2025 CA Dashboard.

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	<p>Effective implementation of the PLC process at each grade level to ensure high quality instruction is a priority at Sutherland Elementary.</p> <p>Scheduling: Dedicated PLC time on Wednesdays Timecard opportunities for additional PLC work outside of contracted work hours.</p> <p>PLC Practices:</p> <ol style="list-style-type: none"> 1. Identification of Essential Standards for each grade and to align standards between grade levels. 2. Grade level PLCs will identify grade level Learning Targets and Student Outcomes to drive instructional planning and decision making. 3. Grade level PLCs will build standards and skill based Common Formative Assessments to monitor 	All students	<p>\$14,200 Title I 5800 Prof and Operating/Consultants Solution Tree Consultant \$7000 Title I 5220 Conference Registration (7 registrations) \$10000 Title I 5712 Transportation Flights/Hotel/Food</p>

	<p>progress toward identified Learning Targets and use this evidence to inform planning and decision making about interventions and extensions.</p> <p>4. Grade level PLCs will create flexible for small group instruction based on CFAs.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> * Solution Tree Consultant to support effective implementation * Attendance at PLC conferences <p>Materials and Resources:</p> <ul style="list-style-type: none"> * Materials or supplies to support the implementation of PLC Process 		
1.2	<p>MTSS (Multi-Tiered System of Supports) Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. At Sutherland the implementation of weekly PLC meetings and Triannual Data Conferences creates a regular and systematic process for collaboration.</p> <p>Sutherland's Priorities:</p> <ol style="list-style-type: none"> 1. Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. (Data Conferences, PLC's,) 2. Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. (Data Conferences, PLC's,) 3. Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success. (Data Conferences, PLC's, Staff Meetings, Leadership Meetings, Tier I, II, III Meetings) 4 . Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making. <p>Other Collaboration Activities:</p> <ul style="list-style-type: none"> * Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to 	All students	<p>\$4750 Title I 1150 Teacher Sub 20 subs \$1186 Title I 3000 Benefits Benefits for subs \$9258 Title I 1120 Teacher Temp Teacher Timecards Collaboration, planning and professional development (200 hours) \$2312.35 Title I 3000 Benefits Teacher Benefits</p>

	<p>meet the diverse needs of students across tiers of support.</p> <p>*Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>* Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>* Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p>* Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
1.3	<p>Effective implementation of high quality, rigorous Tier I instruction. PART I (ELA, Math, EL)</p> <p>Teacher Clarity:</p> <ol style="list-style-type: none"> 1. They will utilize visible learning strategies for students <p>*Teacher Expectations *Student "I Can" Statements *Success Criteria *Self and Peer Assessment</p> <ol style="list-style-type: none"> 2. Teachers will utilize essential standards for ELA. 3. Teachers will implement Mathematical Practice #1 <p>Instructional Practices:</p> <p>* Teachers will utilize research based best practices during Tier I instruction</p> <p>* Plan daily instruction or units of study on essential standards.</p> <p>* Administer common formative assessments as evidence of learning.</p> <p>* Utilize the Discuss/Try/Connect iReady strategy</p> <p>* In PLC's review evidence/data to adjust instruction to offer acceleration or remediation.</p>	All Students	

	<p>* Utilize AVID & WICOR strategies</p> <p>Professional Development: Opportunities for additional training to support implementation Tier I instruction:</p> <ul style="list-style-type: none"> * Visible Learning (Hattie), * UDL, * iReady * AVID * SIPPs and/or other PD offered through LUSD. 		
1.4	<p>Effective implementation of high quality, rigorous Tier I instruction. PART II (ELA & EL)</p> <p>Early Reading Instruction:</p> <p>1. Kindergarten - Third Grade will teach SIPPS for 20-30 minutes every day.</p> <ul style="list-style-type: none"> * Use the materials as prescribed. * Utilize support * Implement fluency practice * Progress Monitor students and implement intervention based on student needs. <p>2. Fourth - Sixth Grade</p> <ul style="list-style-type: none"> * Implement a fluency practice and daily reading. * Provide skill based instruction based on the instructional needs of students. <p>Professional Development: Opportunities for additional training to support implementation Tier I instruction:</p> <ul style="list-style-type: none"> * SIPPs and/or other PD offered through LUSD. 	All students	
1.5	<p>MTSS Data Conferences and Analysis will provide release time for teachers to:</p> <p>Sutherland's Priorities:</p> <p>1. Analyze universal screeners and state/local data to identify trends and areas for improvement.</p> <p>2. Tailor instructional practices based on data insights to address diverse student needs.</p> <p>3. Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p> <ul style="list-style-type: none"> • Collaborate, plan, and respond with best practices • Foster collaboration among teachers to develop targeted intervention strategies. • Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. • *Use Data Collection Sheets to track individual student progress. <p>4. Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>	All Students	<p>\$7605 Title I 1150 Teacher Sub 2 Academic Conferences (4 days - 32 subs) \$1900 Title I 3000 Benefits See Action 1.2</p>

1.6	ELD instruction: Ensure that students are provided 30 minutes of designated EL instruction on a consistent basis.	English Learners	
1.7	Bilingual Para-educators: Certificated Staff, Para educators and additional Classified staff will provide support for instruction of the core for identified EL students on a more consistent basis during school and after school.	English Learners	\$0 Central Title I 1900 Other Cert Salaries District Funded Bilingual Para-educators
1.8	Instructional Support: District ELD Coaches will provide support to classrooms teachers of EL Students.	English Learners	\$0 Central Title I 1900 Other Cert Salaries District funded ELD Coaches
1.9	<p>District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction</p> <p>Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators.</p> <p>Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Progress monitors own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines.</p>	All Students	\$0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA
1.10	Provide students with targeted skill-based after school tutoring in ELA and Math.	All students	\$9258 Title I 1120 Teacher Temp Teacher Timecards for after school tutoring. (200 hours) \$2312.65 Title I 3000 Benefits Teacher benefits

<p>1.11</p>	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services and software licenses to support high quality Tier I instruction</p> <ul style="list-style-type: none"> * SIPPs * Haggerty materials to support phonics instruction * Handwriting Without Tears * Rosetta Stone to support * Other District Approved supplemental reading and math materials <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	<p>All Students</p>	<p>\$8,000 Title I 4300 Materials Binders, pencil pouches, page protectors, dividers, high lighters, stickie notes and pencils \$1458 Title I 4200 Books Student materials</p>
<p>1.12</p>	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences.</p> <p>The following activities outline the framework for these study trips:</p> <p>1.Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>2. Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p>3. Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>4. Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>5. Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p>	<p>All Students</p>	<p>\$25,000 Title I 5872 Field Trips Buses for field trips \$1000 Title I 5800 Prof and Operating/Consultants Bricks for Kids</p>

	<p>6. Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p> <p>7. Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.</p>		
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Annual Review

SPSA Year Reviewed: 2024-25

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS Assessment	During the 2024-2025 school year, 38% of Kindergarten, 53% of 1st, and 49% of 2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.	<p>Goal: Partially Met</p> <p>During the 2024-2025 school year, 35% of kindergarten, 47% of 1st, and 56% of 2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.</p>
California Dashboard: ELA	All Students will be Yellow on the 2024 California Dashboard.	<p>Goal: Met</p> <p>All Students performed Yellow on the 2024 California Dashboard.</p>
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 36% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	<p>Goal: Not Met</p> <p>During the 2024-2025 school year, 33% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 30% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.	<p>Goal: Met</p> <p>During the 2023-2024 school year, 32% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in ELA.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard: Mathematics	All Students will be Green on the 2024 California Dashboard.	Goal: Not Met All Students performed Yellow on the 2024 California Dashboard.
K-6th iReady MOY Mathematics Assessment	During the 2024-2025 school year, 21% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. .	Goal: Not Met During the 2024-2025 school year, 18% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
3rd- 6th Grade CAASPP Mathematics	During the 2023-2024 school year, 23% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in Mathematics.	Goal: Met During the 2023-2024 school year, 26.74% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics.
California Science Test: CAST	There were no colors on the 2024 California Dashboard.	All Students subgroup will be Yellow on the 2024 California Dashboard.
CA Dashboard: English Learner Progress Indicator	52.1% will be making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	Goal: Not Met 46.6% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

Analysis

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

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goals in English Language Arts was partially met. Following the Multi-Tiered System of Support, (MTSS), our staff used common and reliable data to provide academic and social emotional instruction to meet the learning needs of our diverse student population.

ENGLISH LANGUAGE ARTS:

Universal Measures:

- * K-2nd DIBELS Benchmark - Goal Met.
- * 3rd - 6th Grade ELA iReady Universal Screener - Goal Not Met
- * 3rd - 6th Grade CAASPP English Language Arts - Goal Met
- * 2024 California Dashboard: ELA - Goal Met

Sutherland Elementary School met or exceeded the articulated goal of 5% growth on some of the universal measures for English Language Arts.

K-2nd DIBELS Benchmark - Overall student proficiency increased by 5% schoolwide on the DIBELS K-2 Benchmark Assessment from 41% to 46% (MOY 2023-24 to MOY 2024-25).

Kindergarten + 2%,
First grade - 1%

2nd Grade + 12%. (The large gain in second grade is due to targeting specific learning gaps and regular progress monitoring.)

3rd - 6th Grade ELA iReady Universal Screener - Schoolwide we saw a 2% increase on the iReady ELA universal screener from 31% to 33% but the students did not meet the articulated 5% increase. Implementation of differentiated instruction in the general education classroom was not consistent throughout the grades.

3rd - 6th Grade CAASPP English Language Arts - In 2022-23 25.48% of students were proficient or advanced in ELA. This increased to 32% in 2023-24.

CAASPP ELA	2022-2023	2023-24	Comments
Third Grade	25.53%	33.33%	Goal met.
Fourth Grade	23.53%	39.22%	Goal met.
Fifth Grade	29.79%	22.5%	Goal not met.
Sixth Grade	15.55%	30.61%	Goal met.

On the California Dashboard we moved from orange to yellow and all of our significant subgroups were yellow.

Factors that may contribute to our increase on the above metrics include improved implementation of differentiated instruction through our PLC process, fluency practice, and more focused work in preparing students for the CAASPP.

MATH:

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goals in math was partially met

- * 3rd - 6th Grade Math iReady Universal Screener - Goal Not Met
- * 3rd - 6th Grade CAASPP Math - Goal Met
- * California Dashboard - Goal Not Met

3rd - 6th Grade Math iReady Universal Screener - Schoolwide we saw a 2% increase on the iReady Math universal screener from 16% to 18%. Strong implementation of the iReady curriculum in the general education classroom was not consistent throughout the grades.

3rd - 6th Grade CAASPP Math - There was an increase of 9.3% from 17.44% to 26.74% in the number of students who met/exceeded standards and we decreased the points from standards from 80.1 points to 62.4 points. We maintained yellow on the Dashboard and all subgroups remained in the yellow.

CAASPP MATH	2022-2023	2023-2024	Comments
Third Grade	23.41%	43.75	Goal met.
Fourth Grade	26.47%	31.37%	Goal met.
Fifth Grade	15.22%	12.82%	Goal not met.
Sixth Grade	6.66%	16.33%	Goal met.

On the CAASPP Math we saw significant growth in most grades. Two of these grade levels had a stronger implementation of the iReady curriculum. Work in PLCs, reviewing data and basing instruction on specific learning needs support this increase. However, we are plagued with challenges in attendance, students new to our school, and Tier I instruction that does not address the needs of the students.

ENGLISH LANGUAGE LEARNERS:

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goals for our English Language Learners was partially met.

At Sutherland, we met 1 of the 4 metrics although there was growth in some.

- * English Learner Progress Indicator - Goal Not Met
- * 3rd - 6th Grade CAASPP English Language Arts - Goal Met.
- * 3rd - 6th Grade CAASPP Math - Goal Not Met
- * California Dashboard - Goal Not Met.

ELPI - In 2024, 46.6%% of current English learner (EL) students made progress towards English language proficiency and/or maintaining the highest level. This is a decrease of .5%. From 2023 to 2024 there was a slight drop (46.9 to 46.4) in students progressing 1 level up on the ELPI. There was a slight increase (30.9% to 34.8%) in students maintaining their ELPI level.

CAASPP ELA - English Language Learners decreased the number of points below standard from 57.4 to 42.2. This improvement moved the English Learner subgroup from orange to yellow on the Dashboard. CAASPP Math - English Language subgroup maintained, there was only a 2.2 drop in distance from standards. The lack of improvement may be a lack of targeted support in math to this subgroup, attendance, or differences in the implementation of the iReady Tier I instruction.

California Dashboard - English Learners moved from Green in 2023 to Yellow in 2024. However, in 2023 in ELA the English Learners as a subgroup were orange in ELA and this improved in 2024 to yellow.

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

At Sutherland, we set a threshold of \$10,000 for material differences. For the ELA and Math Goals, there were not any actions/services that exceeded the material difference threshold.

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.

ELA:

Based on this year's annual outcomes, metrics and the Comprehensive Needs Assessment the following changes are proposed to the 2025-26 strategies/activities: 1. To continue with the implementation of the PLC model which includes early release Wednesdays, working with a Solution Tree Consultant, identifying essential standards, and developing short term units based on specific learning targets. Goal 1, Actions. 1, 2, & 3.

The following strategies/activities will change: 2. After School tutoring will be targeted and flexible to address and remediate student instructional needs. Goal 1, Action 9

MATH:

Based on this year's annual outcomes, metrics and the Comprehensive Needs Assessment the following changes are proposed to the 2025-26 strategies/activities: 1. All teachers will continue to participate in the iReady Professional Development. This will strengthen the Try, Connect, Discuss Strategy, using data for small group remediation/acceleration and pacing. Goal 1, Action 2. Using the Professional Learning Community model teachers will participate in ongoing professional development on writing SMART goals, developing an implementation plan, assessment timeline and analyzing the results of the instruction. Goal 1, Action 1, 2, & 3.

The following strategies/activities will change: 2. After School tutoring will be targeted and flexible to address and remediate student instructional needs. Goal 1, Action 9.

ENGLISH LANGUAGE LEARNERS:

Based on this year's annual outcomes, metrics and the Comprehensive Needs Assessment the following changes are proposed to the 2025-26 strategies/activities: 1. To strengthen the implementation of the daily 30 minutes of ELD instruction in the classroom. Goal 1, Action 1. 2. Using the Professional Learning Community (PLC) model, teachers will be provided with professional development on writing SMART goals, developing an implementation plan, assessment timeline and analyzing the results of the instruction. Goal 1, Actions 1 & 5.

The following strategies/activities will be changed: After School tutoring will be targeted and flexible to address and remediate student instructional needs. Goal 1, Action 9.

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.

Social - Emotional Behavioral

Sutherland will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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 the review of Sutherland's Comprehensive Needs Assessment, state and local data (chronic absenteeism and suspension rate), there are several areas that emerged that require significant improvement. Specifically, for Chronic Absenteeism we have identified notable performance gaps among Asian, English Learners, Hispanic, Two or More Races, & Students with Disabilities who were orange and African Americans who were red on the CA Dashboard. In Suspension, the following subgroups Asian, English Learners, Hispanic, & Students with Disabilities were orange and African Americans, Two or More Races, & Socioeconomically Disadvantaged were red. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

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
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard Chronic Absenteeism Indicator: The ALL Student Group was Yellow - 38% which is a decrease of 4.6%	2025 CA Dashboard Chronic Absenteeism Indicator will be Green, 33%. which will be a decrease of 5%..
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: The ALL Student Group was Red - 4.5% which is an increase of 2.6%	2025 CA Dashboard Suspension Indicator will be Orange, 1%. which will be a decrease of 3.5%.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 97% Tier 2 TIF Score 92% Tier 3 TIF Score 88%	2025-2026 Local Data: Tier 1 TFI Score 100% Tier 2 TIF Score 97% Tier 3 TIF Score 93%
PBIS Recognition	The 2024-2025 School Year - Gold Status.	The 2025-2026 School Year - Platinum Status.
Panorama Survey	2024 -2025 Panorama Student Survey Needs Third - Fifth Grade	2025 - 2026 Panorama Student Survey Needs Third - Fifth Grade

	Emotional Regulation - 37% Self Efficacy - 36% Challenging Feelings - 47% Sixth Grade Emotional Regulation - 31% Self Efficacy - 33% Challenging Feelings - 47%	Emotional Regulation - 42% Self Efficacy - 41% Challenging Feelings - 52% Sixth Grade Emotional Regulation - 36% Self Efficacy - 38% Challenging Feelings - 52%
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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
2.1	<p>Positive Behavioral Intervention and Supports Collaboration and Implementation.</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Sutherland's Priorities:</p> <ol style="list-style-type: none"> 1. Monthly PBIS Meetings - Tiers I, II, & III Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. 2. Use evaluation findings to make data-driven decisions and improvements to the PBIS system at Sutherland. 3. Provide training to staff on PBIS principles, strategies, and practices. 4. Involve families in PBIS activities and initiatives. <p>Additional Activities that are incorporated into Sutherland's existing PBIS System.</p> <ul style="list-style-type: none"> * Tier I lessons on character traits * Otter Tickets/House Points to incentivize How Sea Otters Swim—Respect, Responsibility and Integrity * Otter Store to incentivize positive behaviors * Implementation of PBIS within the school. * Establish clear behavioral expectations (behavioral matrix) for all areas of the school. * Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. * Design and implement proactive strategies to prevent challenging behaviors. * Provide direct support and guidance to students who require additional behavioral support. * Ensure ongoing fidelity and sustainability of PBIS implementation. * Guidance and resources to teachers and staff for implementing behavior interventions. 	All Students	\$500 Title I 5715 Print Shop PBIS Handbooks, Passport \$2700 Title I 5220 Conference PBIS Conference \$500 Title I 5712 Transportation Study Trips

	<ul style="list-style-type: none"> * Support staff in implementing PBIS strategies in their classrooms and across the school environment. * Collaborate with outside experts and resources to improve staff training. * Coordinate efforts across the school community including administrators, teachers, staff, students, and families. * Communicate PBIS principles and expectations to families and gather their input and support. * Collaborate with community organizations. * Regularly evaluate the effectiveness of PBIS practices and interventions. <p>Professional Development: PBIS Consultants or Conference</p> <p>Resources and Materials :</p> <ul style="list-style-type: none"> * Printing of Staff PBIS Handbook for implementation * Printing of PBIS Passport. <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
2.2	<p>Effective Implementation of the HOUSE System to build positive relationships and connections to school.</p> <p>Sutherland's Priorities:</p> <ol style="list-style-type: none"> 1. Standardize House Meetings - Suggested lessons and activities with the emphasis on relationship building, team work and the character traits. Use the Caring Schools Curriculum. 2. Resume House Lunches 3. Increase staff modeling of 25 to Dive Traits 4. Increase usage of House Points App. <p>Additional Activities that are incorporated into Sutherland's existing PBIS System.</p> <ul style="list-style-type: none"> * Weekly House meetings focused on 25 to Dive Habits * Rallies to promote the 25 to Dive Habits * House competitions to earn the House Banner * Jacket Award <p>Resources and Materials: RCA House Point App RCA books</p>	All Students	<p>\$1800 Title I 5875 Technology Licenses RCA House Point App</p>
2.3	<p>Data Collection and Analysis</p> <p>Sutherland's Priorities:</p> <ol style="list-style-type: none"> 1. Utilize SWIS to evaluate behavior data and appropriate supports for students 2. To identify patterns of behavior and areas of concern to addressed 	All Students	<p>\$675 Title I 5880 (Consultants) SWIS License</p>

	<p>3. Monitor the effectiveness of strategies and interventions of over time</p> <p>4. Communicate and display data with students, staff and parents.</p> <p>Resources and Materials :</p> <ul style="list-style-type: none"> * SWIS subscription to support behavior data analysis 		
2.4	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <ul style="list-style-type: none"> * Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. * Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. * Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. * Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. * Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. * Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. * Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school. 	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard - Chronic Absenteeism	The ALL Student Group will be Green which will be a decrease from 43.4% to 38.4%.	Goal: Partially Met The ALL Student Group maintained Yellow - 38% This was a decrease of 4.6%.
CA Dashboard - Suspension Rate	The All Student Group will maintain Green and will decrease number of suspensions to 1.0%	Goal: Not Met The All Student Group was Red - 4.2% which is an increase of 2.6%.
PBIS Recognition	2024-2025 Local Data: Tier 1 TFI Score 88% Tier 2 TIF Score 95% Tier 3 TIF Score 95% PBIS - Platinum	Goal: Not Met 2024-2025 Local Data: Tier 1 TFI Score 97% Tier 2 TIF Score 92% Tier 3 TIF Score 88% PBIS - Gold
Panorama Survey	2024-2025 Panorama Survey 3rd - 5th Grade Emotional Regulation - 44% Self Efficacy - 50% Challenging Feelings - 50% 6th Grade Emotional Regulation - 53% Self Efficacy - 44% Challenging Feelings - 51%	Goal: Not Met 2024-2025 Panorama Survey 3rd - 5th Grade Emotional Regulation - 37% Self Efficacy - 36% Challenging Feelings - 47% 6th Grade Emotional Regulation - 31% Self Efficacy - 33% Challenging Feelings - 47%

Analysis

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

The implementation of the strategies and activities to achieve the articulated goal were implemented but did not show improvement in any of our metrics. In 2023-24 we continued to implement our proactive approach towards supporting students and their families who struggled with attendance. Although we decreased the number of students identified as chronically absent, we remained yellow on the Dashboard for Chronic Absenteeism. Our PBIS Tier II and Tier III supports continued to expand and supported more students, however, we gained several students part way through the year who had significant behavioral needs and this moved us from green to red in suspension on the California Dashboard. This school year, we lost two individuals on our mental health team and our ability to effectively support our students decreased. We see this in our scores on the Panorama Survey. Under Emotional Regulation there was a drop from 39% to 37%, Self Efficacy dropped from 46% to 36% yet there was a 1% increase in handling Challenging Feelings from 46% to 47%.

Universal Measures:

- * California Dashboard Chronic Absenteeism - Goal not met.
- * California Dashboard Suspensions - Goal not met.
- * 3rd-6th Grade Panorama SEL Survey Sense of Belonging - Goal not met
- * 3rd-6th Grade Panorama SEL Survey Positive Feelings - Goal not met

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

At Sutherland, we set a threshold of \$10,000 for material differences. For the Social Emotional Behavioral Goal, there were not any actions/services that exceeded the material difference threshold.

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.

Based on this year's annual outcomes, metrics and the Comprehensive Needs Assessment the following changes are proposed to the 2025-26 strategies/activities: 1. To support staff with the implementation of the social emotional curriculum. Goal2, Action 2. To continue to build our PBIS Tier I, Tier II, and Tier III supports/strategies/activities and educate all staff on these tools. Goal 2 Action 1. 3. To support and develop working with students in trauma, provide opportunities for staff to attend the RCA conference, PBIS conferences and other conferences related to social emotional well being. Goal 2, Action 2.

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.

Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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 Sutherland's Comprehensive Needs Analysis and review of site based data, several areas emerged as an area for improvement for parent involvement. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

Specifically, we have identified:

- * Online Data Confirmation Completion
- * Participation Rates at Open House and Back to School Night
- * Participation Rates at Conferences
- * Increased communication on academics (Amplify and iReady letters, Progress Reports, Accelerated Reader Reports)
- * Curriculum Chats
- * Parent Check Ins

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
Online Data Confirmation	2024-2025 76% Online Data Confirmation completion rate.	2025 - 2026 81% Online Data Confirmation completion rate.
Back to School Night Participation	2024-2025 70% Back to School Night Participation Rate	2025 -2026 75% Back to School Night Participation Rate
Conference Participation	2024-2025 90% Parent Conference Participation Rate	2025 -2026 95% Parent Conference Participation Rate
Open House Participation	New Metric - Open House Participation Rate	2025 -2026 % Open House Participation Rate
Curriculum Chats	New Metric - Parent Participation Rate	2025 - 2026 % Parent Participation Rate
Parent Check Ins	New Metric - Number of calls made first and second trimester	2025 - 2026 % Number of calls made first and second trimester

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
3.1	<p>School and Community Events - Throughout the school year, there will be organized activities to support a strong School-Community relationship:</p> <p>Sutherland's Priorities:</p> <ol style="list-style-type: none"> 1. Parent-teacher conferences 2. Back to School Night and Open House 3. ELAC and SSC meetings 4. PTO/volunteer opportunities to facilitate parent participation in the school community 5. Home-School Partnerships – Curriculum Chats (2-3 times a year) <p>Additional Activities</p> <ul style="list-style-type: none"> * OTTER Awards * Educational and social parent/student events * Workshops <p>Resources and Materials:</p> <ul style="list-style-type: none"> * Hospitality at events * Books/workbooks * Printed materials 	All Students	<p>\$194</p> <p>Title I: Parent Involvement 2420 Clerical Temp Data Input - Tracking participation, phone calls (10 Hours) \$76</p> <p>Title I: Parent Involvement 3000 Benefits Clerical Timecard benefits \$334</p> <p>Title I: Parent Involvement 4325 Food For Meetings Hospitality at meetings</p>
3.2	<p>Student-Led Family Engagement Events – Encourage student-led events, such as multilingual literacy nights or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation.</p> <p>Sutherland's Priorities:</p> <ol style="list-style-type: none"> 1. To host at least 3 events during the year. <p>Additional Activities:</p> <ul style="list-style-type: none"> * Success Starts Here * Family Field Trips * Harvest Festival * Art Night * Science Night * Concerts * Talent Show 	All Students	<p>\$500</p> <p>Title I: Parent Involvement 4300 Materials Supplies for Curriculum Chats \$1157</p> <p>Title I: Parent Involvement 1120 Teacher Temp 25 hours \$289</p> <p>Title I: Parent Involvement 3000 Benefits</p>
3.3	<p>Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities.</p> <p>Sutherland's Priorities:</p> <ol style="list-style-type: none"> 1. Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation. <p>Additional Activities:</p>	English Learners	<p>\$194</p> <p>Title I: Parent Involvement 2120 Para Temp Childcare (10 Hours) \$77</p> <p>Title I: Parent Involvement 3000 Benefits Clerical Timecard Benefits</p>

	<ul style="list-style-type: none"> * Parent Leadership & Advocacy – Offer leadership training and opportunities for EL parents to serve on advisory committees (e.g., ELAC/DELAC) to amplify their voices in school decision-making. * Culturally Inclusive Family Workshops – Host interactive workshops on navigating the school system, supporting student learning at home, and understanding EL programs. Offer sessions at convenient times with childcare and food provided. * "Parent Cafés" & Listening Circles – Organize informal gatherings where EL parents can share their experiences, voice concerns, and collaborate on school initiatives in a welcoming, culturally affirming space. * Jump Into English * The Latino Literacy Project <p>Resources and Materials</p> <ul style="list-style-type: none"> * Bilingual materials * Translating * Babysitting 		
3.4	<p>Communication - Dedicated to fostering clear and effective communication with parents. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.</p> <p>Sutherland's Priorities:</p> <ol style="list-style-type: none"> 1. Family Check Ins - Personal calls to families by admin, office staff, counseling staff and teachers to build relationships and provide guidance on how parents can support their child's education. <p>We will provide regular updates and important information through various channels, including:</p> <ul style="list-style-type: none"> * Flyers * Electronic newsletters * Phone Calls * Parent portals * Mobile apps. * Coffee with the Principal * Presentations at events 	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Online Data Confirmation	2024-2025 Online Data Confirmation completion rate will be 80%.	2024-2025 Online Data Confirmation completion rate was 76%.
Parent/Teacher Conferences	2024-2025 Parent attendance at conferences will be 50%.	2024-2025 Parent attendance rate schoolwide was 90%.
Back to School Night	2024-2025 Parent attendance rate at Back to School Night will be 30%.	2024-2025 Parent attendance rate at Back to School Night was 70%.

Analysis

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

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goal on parent involvement was nearly met. We grew our Back to School night participation from 24% to 70%. This is due to improved tracking of parent participation. Also there was an increase in all other student events averaging from 10-15 families at events to more than 25 families. There was a slight increase in the number of families completing the Online Data Confirmation from 74% to 76%. Parents participating in parent conferences exceeded our goal from 50% to 90%. The implementation on the electronic newsletter, (SMORE), blackboard messages, paper flyers, and teacher communication were factors to the increase in more parents involved on campus.

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

At Sutherland, we set a threshold of \$10,000 for material differences. For our Parent Involvement goal, there were not any actions or services that exceeded the material difference threshold.

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.

Based on this year's annual outcomes, metrics and the Comprehensive Needs Assessment the following changes are proposed to the 2025-26 strategies/activities: 1. To implement Curriculum Chats which will provide opportunities for parents to meet and learn the concepts and skills being taught in class. 2. To increase communication through personal calls. 3. To continue to provide parent education based on the needs and interests of our families.

Goals, Strategies, & Proposed Expenditures

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

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	\$114,236.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$114,236.00
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 (\$)
Title I	\$111,415.00
Title I: Parent Involvement	\$2,821.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$114,236.00

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

State or Local Programs	Allocation (\$)
Central Title I	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$114,236.00

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
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Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
Title I	111,415.00
Title I: Parent Involvement	2,821.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	19,673.00
1150 Teacher Sub	12,355.00
1900 Other Cert Salaries	0.00
2120 Para Temp	194.00
2420 Clerical Temp	194.00
3000 Benefits	8,153.00
4200 Books	1,458.00
4300 Materials	8,500.00
4325 Food For Meetings	334.00
5220 Conference	9,700.00
5712 Transportation	10,500.00
5715 Print Shop	500.00
5800 Prof and Operating/Consultants	15,200.00
5872 Field Trips	25,000.00
5875 Technology Licenses	1,800.00
5880 (Consultants)	675.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
1120 Teacher Temp	Title I	18,516.00
1150 Teacher Sub	Title I	12,355.00
3000 Benefits	Title I	7,711.00
4200 Books	Title I	1,458.00
4300 Materials	Title I	8,000.00
5220 Conference	Title I	9,700.00
5712 Transportation	Title I	10,500.00
5715 Print Shop	Title I	500.00
5800 Prof and Operating/Consultants	Title I	15,200.00
5872 Field Trips	Title I	25,000.00
5875 Technology Licenses	Title I	1,800.00
5880 (Consultants)	Title I	675.00
1120 Teacher Temp	Title I: Parent Involvement	1,157.00
2120 Para Temp	Title I: Parent Involvement	194.00
2420 Clerical Temp	Title I: Parent Involvement	194.00
3000 Benefits	Title I: Parent Involvement	442.00
4300 Materials	Title I: Parent Involvement	500.00
4325 Food For Meetings	Title I: Parent Involvement	334.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	105,240.00
Goal 2	6,175.00
Goal 3	2,821.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Elizabeth Horton	Principal
LeeAnna Ford Johnson	Classroom Teacher
Doug Gilham	Classroom Teacher
Tabitha Fragoso	Classroom Teacher
Alexia Stickney	Other School Staff
Ashley Morrison	Parent or Community Member
Lizette Cruz	Parent or Community Member
Mai Xiong	Parent or Community Member
Michelle Domingo	Parent or Community Member
Monica Flores	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

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 May 1, 2025.

Attested:



Principal, Elizabeth Horton on May, 1, 2025



SSC Chairperson, Ashley Morrison on May 1, 2025