

Comprehensive Support and Improvement (CSI) 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 8, 2025	June 12, 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 Sutter Elementary School for meeting ESSA's planning requirements for Comprehensive Support and Improvement (CSI) 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Comprehensive Needs Assessment Components	3
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	8
ELPAC Results	12
Student Population.....	16
Overall Performance	18
Academic Performance	20
Academic Engagement	25
Conditions & Climate.....	27
Goals, Strategies, & Proposed Expenditures.....	29
Goal 1.....	29
Goal 2.....	34
Goal 3.....	39
Budget Summary	42
Budget Summary	42
Other Federal, State, and Local Funds	42
Budgeted Funds and Expenditures in this Plan	43
Funds Budgeted to the School by Funding Source.....	43
Expenditures by Funding Source	43
Expenditures by Budget Reference	43
Expenditures by Budget Reference and Funding Source	43
Expenditures by Goal.....	44
School Site Council Membership	45
Recommendations and Assurances	46

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Comprehensive Support and Improvement (CSI) 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 Site Leadership Team, School Site Council, ELAC and Sutter Staff. It is approved by the School Site Council.

Sutter staff, Site Leadership Team, 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.

Meeting Dates:

Dec. 10, 2024 SLT
Dec. 18, 2024 Staff Meeting
Jan. 29, 2025 Staff Meeting
Jan. 30, 2025 SSC/ ELAC Meeting
Feb. 27, 2025 SLT Meeting
March 6, 2025 SSC/ ELAC Meeting
April 8, 2025 SSC/ ELAC Meeting (approved)

On Feb. 26, 2025, 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 and SLT crafted the single site plan. That document was presented to the School Site Council/ ELAC on April 8, 2025.

Dashboard data is reviewed annually with the staff, students, parents and community members at faculty, PTSA and SSC/ELAC meetings.

School Site Council/ELAC (voted) approved and adopted the budget and goals on April 8, 2025 at School Site Council (community was invited to review school site plan prior to approval).

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 yellow 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. However, we still have 71 Hispanic and 80 Asian students who are in the orange.

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.

33 Hispanic scores are orange in ELA and 32 Hispanic students are orange in 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 or upper grade targeted reading instruction.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.92%	0.33%	0.68%	3	1	2
African American	0.31%	1.31%	0.68%	1	4	2
Asian	34.36%	28.52%	26.28%	112	87	77
Filipino	3.99%	3.61%	3.07%	13	11	9
Hispanic/Latino	20.55%	20%	21.50%	67	61	63
Pacific Islander	%	0%	%		0	
White	26.38%	30.16%	31.06%	86	92	91
Multiple/No Response	11.66%	14.43%	15.02%	38	44	44
Total Enrollment				326	305	293

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	67	62	41
Grade 1	49	45	42
Grade 2	44	51	44
Grade3	59	44	44
Grade 4	52	56	48
Grade 5	55	47	54
Total Enrollment	326	305	293

Conclusions based on this data:

1. Our student population is declining in grades K-5.
2. Our student population from the school year of 2021-2022 to 2024- 2025. Our school population went from 326 to 293.
3. Sutter's overall student enrollment declined from 325 students in the 2021–22 school year to 293 students in the 2023–24 school year. However, as of April 4, 2025, enrollment has increased to 335 students due to the addition of new special education classes, including a Kindergarten Moderate/Severe class and a 1st Grade Moderate/Severe class.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	66	44	37	13.80%	20.2%	12.6%
Fluent English Proficient (FEP)	71	74	67	23.30%	21.8%	22.9%
Reclassified Fluent English Proficient (RFEP)	27	33	32	11.1%	8.3%	10.9%

Conclusions based on this data:

1. Our English Language Learners population is shrinking. It went from 66 students to 37 students. (21-22 to 23-24 school year)
2. In 2020-2021 to 2022-2023, our RFEP has seen consistent growth from 23.30% (21-22 school year) to 21.8% (22-23 school year) to 22.9% (23-24 school year).
3. In (21-22) we had 27 students reclassified compared to (22-23 school year) we had 33 students.

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.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	58	44	43	58	42	43	58	42	43	100.0	95.5	100
Grade 4	49	55	52	47	53	48	47	53	48	95.9	96.4	92.3
Grade 5	53	47	54	53	46	54	53	46	54	100.0	97.9	100
All Grades	160	146	149	158	141	145	158	141	145	98.8	96.6	97.3

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2491.	2472.	2456.	55.17	42.86	39.53	24.14	28.57	23.26	8.62	21.43	23.26	12.07	7.14	13.95
Grade 4	2524.	2532.	2513.	48.94	56.60	45.83	31.91	13.21	22.92	4.26	13.21	14.58	14.89	16.98	16.67
Grade 5	2573.	2551.	2561.	50.94	43.48	42.59	24.53	23.91	31.48	15.09	8.70	7.41	9.43	23.91	18.52
All Grades	N/A	N/A	N/A	51.90	48.23	42.76	26.58	21.28	26.21	9.49	14.18	14.48	12.03	16.31	16.55

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.48	26.19	32.56	58.62	66.67	53.49	6.90	7.14	13.95
Grade 4	31.91	35.85	33.33	59.57	54.72	56.25	8.51	9.43	10.42
Grade 5	41.51	39.13	35.19	49.06	45.65	55.56	9.43	15.22	9.26
All Grades	36.08	34.04	33.79	55.70	55.32	55.17	8.23	10.64	11.03

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	43.10	21.43	23.26	43.10	64.29	53.49	13.79	14.29	23.26
Grade 4	34.78	37.74	27.08	47.83	50.94	58.33	17.39	11.32	14.58
Grade 5	41.51	32.61	42.59	43.40	47.83	40.74	15.09	19.57	16.67
All Grades	40.13	31.21	31.72	44.59	53.90	50.34	15.29	14.89	17.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.14	14.29	18.60	67.24	80.95	72.09	8.62	4.76	9.30
Grade 4	25.53	28.30	22.92	65.96	64.15	68.75	8.51	7.55	8.33
Grade 5	33.96	34.78	29.63	66.04	60.87	59.26	0.00	4.35	11.11
All Grades	27.85	26.24	24.14	66.46	68.09	66.21	5.70	5.67	9.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.76	23.81	23.26	63.79	64.29	60.47	3.45	11.90	16.28
Grade 4	38.30	39.62	31.25	57.45	54.72	60.42	4.26	5.66	8.33
Grade 5	39.62	45.65	33.33	58.49	43.48	53.70	1.89	10.87	12.96
All Grades	36.71	36.88	29.66	60.13	53.90	57.93	3.16	9.22	12.41

Conclusions based on this data:

1. Grade 3-5 ELA declined from meeting or exceeding standards scores (21-22 school year) from 96.84 to (23-24 school year) to 87.59.
2. In writing we have scored (21-22) we scored meeting or near and exceeding standards 84.72 compared to (23-24) 82.06. The key difference students who were scoring above standards in (21-22) was 40.13. Then in (23-24) it declined to 31.72.
3. In research/ inquiry we had the biggest increase in % below standard from (21-22) 3.16 to (23-24) 12.41.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	58	44	43	58	43	43	58	43	43	100.0	97.7	100
Grade 4	49	55	52	47	55	51	47	55	51	95.9	100.0	98.1
Grade 5	53	47	54	53	47	54	53	47	54	100.0	100.0	100
All Grades	160	146	149	158	145	148	158	145	148	98.8	99.3	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2505.	2477.	2491.	56.90	41.86	51.16	24.14	25.58	20.93	12.07	18.60	13.95	6.90	13.95	13.95
Grade 4	2533.	2532.	2525.	46.81	41.82	39.22	23.40	32.73	29.41	21.28	18.18	17.65	8.51	7.27	13.73
Grade 5	2576.	2576.	2563.	50.94	51.06	50.00	26.42	21.28	11.11	15.09	10.64	27.78	7.55	17.02	11.11
All Grades	N/A	N/A	N/A	51.90	44.83	46.62	24.68	26.90	20.27	15.82	15.86	20.27	7.59	12.41	12.84

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	53.45	46.51	53.49	41.38	39.53	32.56	5.17	13.95	13.95
Grade 4	44.68	43.64	39.22	42.55	47.27	45.10	12.77	9.09	15.69
Grade 5	47.17	44.68	42.59	45.28	38.30	46.30	7.55	17.02	11.11
All Grades	48.73	44.83	44.59	43.04	42.07	41.89	8.23	13.10	13.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	51.72	30.23	44.19	39.66	62.79	41.86	8.62	6.98	13.95
Grade 4	51.06	43.64	35.29	42.55	47.27	52.94	6.38	9.09	11.76
Grade 5	39.62	51.06	24.07	50.94	34.04	70.37	9.43	14.89	5.56
All Grades	47.47	42.07	33.78	44.30	47.59	56.08	8.23	10.34	10.14

Conclusions based on this data:

1. Overall, 5th grade's math claim area that was most challenging for our students was Communicating and Reasoning. in 5th grade (22-23 school year was 34.04 to 23-24 school year but increased 70.37% scored below standard).
2. In 5th grade math overall, our standard met decreased from(22-23) 21.28 to (23-24) 11.11.
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.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1486.8	1432.8	1402.1	1472.7	1438.3	1397.5	1519.5	1419.6	1412.6	17	19	14
1	*	*	*	*	*	*	*	*	*	7	5	7
2	*	*	*	*	*	*	*	*	*	8	4	4
3	*	*	*	*	*	*	*	*	*	*	7	*
4	*	*	*	*	*	*	*	*	*	6	5	9
5	*	*	*	*	*	*	*	*	*	*	6	4
All Grades										43	46	41

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	47.06	36.84	42.86	29.41	26.32	14.29	5.88	15.79	21.43	17.65	21.05	21.43	17	19	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.56	28.26	24.39	34.88	26.09	29.27	18.60	21.74	17.07	13.95	23.91	29.27	43	46	41

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	64.71	36.84	42.86	11.76	26.32	14.29	5.88	10.53	7.14	17.65	26.32	35.71	17	19	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.84	43.48	46.34	27.91	19.57	14.63	9.30	13.04	7.32	13.95	23.91	31.71	43	46	41

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	47.06	15.79	28.57	5.88	21.05	14.29	35.29	47.37	42.86	11.76	15.79	14.29	17	19	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.88	10.87	17.07	18.60	23.91	12.20	30.23	36.96	31.71	16.28	28.26	39.02	43	46	41

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	64.71	47.37	28.57	11.76	26.32	42.86	23.53	26.32	28.57	17	19	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	51.16	36.96	39.02	32.56	36.96	34.15	16.28	26.09	26.83	43	46	41

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	41.18	21.05	42.86	41.18	57.89	28.57	17.65	21.05	28.57	17	19	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.86	36.96	34.15	44.19	39.13	34.15	13.95	23.91	31.71	43	46	41

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	47.06	31.58	28.57	35.29	52.63	50.00	17.65	15.79	21.43	17	19	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.56	19.57	21.95	41.86	50.00	39.02	25.58	30.43	39.02	43	46	41

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	58.82	31.58	21.43	29.41	57.89	57.14	11.76	10.53	21.43	17	19	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.86	21.74	12.82	44.19	50.00	51.28	13.95	28.26	35.90	43	46	39

Conclusions based on this data:

1. In 20-21, 50.8% of 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

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
293	16%	12.6%	0.0%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	12.6%
Foster Youth	0	0.0%
Homeless	1	0.3%
Socioeconomically Disadvantaged	47	16%
Students with Disabilities	33	11.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.7%
American Indian	2	0.7%
Asian	77	26.3%
Filipino	9	3.1%
Hispanic	63	21.5%
Two or More Races	44	15%
Pacific Islander	0	0.0%
White	91	31.1%

Conclusions based on this data:

1. 16% of our student population is socially disadvantaged. 78 students of 305 are socioeconomically disadvantaged.

2. 12.6% are English Learners. A total of 44 students.

3. Sutter has 33 students with disabilities.

School and Student Performance Data

Overall Performance

The 2024 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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

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

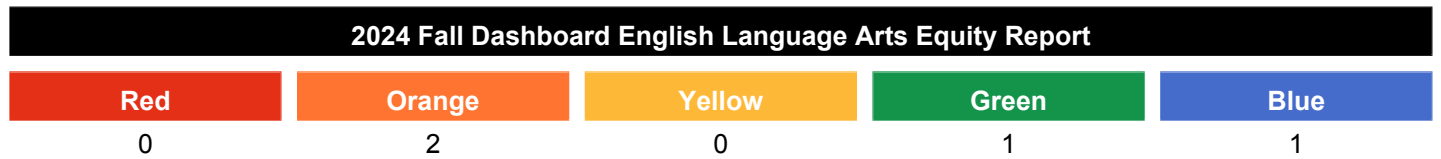
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 44.3 points above standard Declined 7.9 points 142 Students	English Learners  No Performance Color 1.6 points above standard Maintained 2.6 points 27 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 19.5 points below standard Maintained 2.4 points 30 Students

Students with Disabilities  No Performance Color 19.3 points below standard Maintained 1.3 points 24 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Green 92.3 points above standard Declined 29.5 points 33 Students	Filipino  No Performance Color Less than 11 Students 4 Students	Hispanic  Orange 56.2 points below standard Declined 19.1 points 33 Students
Two or More Races  No Performance Color 71.3 points above standard Increased 16.0 points 21 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 63.3 points above standard Maintained 1.6 points 47 Students

Conclusions based on this data:

1. Overall, all students are 44.3 points above standard. English Learner students scored 1.6 points above standards.
2. Our Asian population declined 29.5 points however were 92.3 points above standard. Hispanic cohort decreased 19.1 points and 56.2 points below standard. Our Hispanic cohort is 37.1 points below standard. Hispanic students receive reading intervention during the school year. Teacher are using Designated EL instruction 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

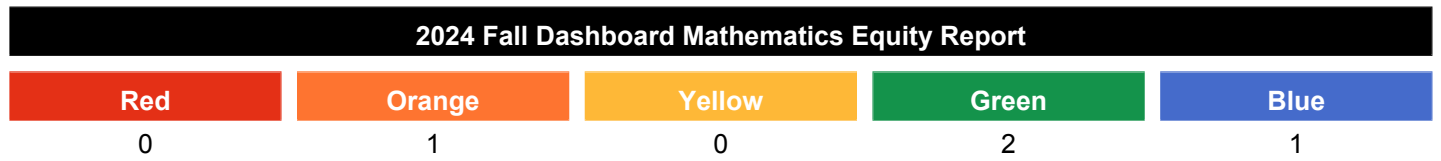
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 46.0 points above standard Declined 4.0 points 143 Students	English Learners  No Performance Color 15.4 points above standard Declined 11.4 points 28 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Green 10.7 points below standard Increased 10.0 points 30 Students

Students with Disabilities  No Performance Color 11.4 points above standard Maintained 1.7 points 24 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Green 92.1 points above standard Declined 20.8 points 34 Students	Filipino  No Performance Color Less than 11 Students 4 Students	Hispanic  Orange 36.7 points below standard Declined 11.4 points 32 Students
Two or More Races  No Performance Color 77.9 points above standard Increased 9.5 points 21 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 55.1 points above standard Increased 6.7 points 47 Students

Conclusions based on this data:

1. All students scored 46.6 above standards.
2. Two or more races increased by 9.5 points and are 77.9 points above standard. White subgroup increased 6.7 points and are 55.1 points above standard. Student with disabilities maintained. Socially disadvantaged students increased by 10 points and is currently 10.7 points below standards. Asians decreased 20.8 points but are still 92.1 points above standard. English learners decreased 11 points but are still 15.4 points above standard. Hispanics declined 11.4 points and are 36.7 points below standard.
3. Next year, we will be implementing more small group instruction to make more gains with our Hispanic and English Learners.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 36.4% making progress. Number Students: 22 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2024 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
9.1%	54.5%	4.5%	31.8%

Conclusions based on this data:

- 36.4% English Learners are making progress of the 22 EL students.
- 31.8% progressed at least one ELPI level. 54.5% maintained their ELPI level.
- 9.1% decreased.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 12.1% Chronically Absent Declined 2.8 307 Students	English Learners  Red 22.7% Chronically Absent Increased 4.5 44 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Socioeconomically Disadvantaged  Orange 24.1% Chronically Absent Declined 3.2 58 Students

Students with Disabilities  Yellow 13% Chronically Absent Declined 14 46 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Orange 13.8% Chronically Absent Increased 6.1 80 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Hispanic  Orange 23.9% Chronically Absent Declined 3.3 71 Students
Two or More Races  Blue 0% Chronically Absent Declined 4.1 49 Students	Pacific Islander  No Performance Color 0 Students	White  Green 7.4% Chronically Absent Declined 12.8 94 Students

Conclusions based on this data:

- Overall, all students declined 2.8% in chronic absenteeism. Whites declined 12.8%, two or more races declined 4%, Hispanic declined 3.3, student with disabilities declined 14%
- English Learners increased by 4.5% and Asian increased by 6.1%.

School and Student Performance Data

Conditions & Climate Suspension Rate

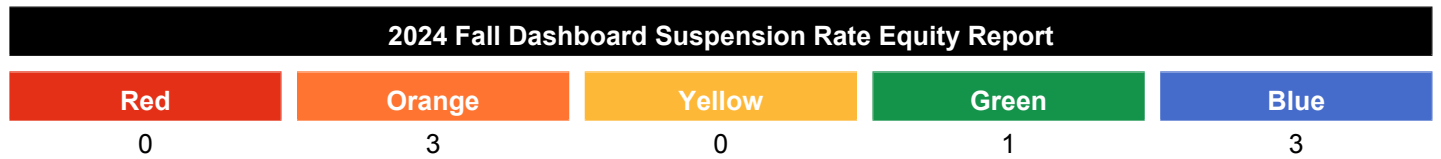
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.3% suspended at least one day Declined 0.6% 310 Students	English Learners  Orange 2.2% suspended at least one day Increased 2.2% 46 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Socioeconomically Disadvantaged  Orange 1.7% suspended at least one day Increased 0.5% 60 Students

Students with Disabilities  Green 2.1% suspended at least one day Declined 0.6% 47 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Orange 1.2% suspended at least one day Increased 1.2% 81 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Hispanic  Blue 0% suspended at least one day Declined 4.4% 72 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 49 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 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.

Analysis of the 2023–2024 i-Ready Math Diagnostic data reveals significant achievement gaps that highlight a critical need for targeted support. In the Fall/Winter diagnostics, there was a 28-point gap between Hispanic/Latinx students performing at or near grade level and the overall student population. Additionally, a 39-point gap was observed between students with IEPs and their non-IEP peers. While all racial and ethnic student groups demonstrated similar growth (approximately 26 points), students with IEPs showed 10 points less growth compared to the overall student population (16 points). These disparities underscore the need to increase instructional focus, access, and academic opportunities for Hispanic/Latinx students and students with IEPs in order to accelerate their progress and close existing achievement gaps.

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	Baseline Outcomes (2024–2025 School Year) i-Ready Math Diagnostic results show overall growth, but significant achievement gaps remain for key student groups. Below are the baseline and most recent outcome measures based on Diagnostic #1 (August 2024) and Diagnostic #3 (March 2025): <table> <tr> <td>Student Group</td><td>Diagnostic #1 (Aug 2024)</td><td>Diagnostic #3 (Mar 2025)</td></tr> <tr> <td>All Students (Overall)</td><td>55% meeting/exceeding.</td><td>78% meeting/exceeding</td></tr> <tr> <td>English Learners</td><td>22% meeting/exceeding.</td><td>57% meeting/exceeding</td></tr> <tr> <td>Hispanic/Latinx Students</td><td>13% meeting/exceeding</td><td>34% meeting/exceeding</td></tr> <tr> <td>Economically Disadvantaged</td><td>17% meeting/exceeding</td><td>50% meeting/exceeding</td></tr> </table>	Student Group	Diagnostic #1 (Aug 2024)	Diagnostic #3 (Mar 2025)	All Students (Overall)	55% meeting/exceeding.	78% meeting/exceeding	English Learners	22% meeting/exceeding.	57% meeting/exceeding	Hispanic/Latinx Students	13% meeting/exceeding	34% meeting/exceeding	Economically Disadvantaged	17% meeting/exceeding	50% meeting/exceeding	(based on March 2025 *Outcome targets are based on student groups making greater growth to close gaps. The overall expected outcome takes into account that students are often members of multiple student groups. 70% Overall meeting/exceeding 44 % English learner meeting/exceeding 26 %Hispanic/Latinx meeting/exceeding 34 % Students with Economically Disadvantaged meeting/exceeding
Student Group	Diagnostic #1 (Aug 2024)	Diagnostic #3 (Mar 2025)															
All Students (Overall)	55% meeting/exceeding.	78% meeting/exceeding															
English Learners	22% meeting/exceeding.	57% meeting/exceeding															
Hispanic/Latinx Students	13% meeting/exceeding	34% meeting/exceeding															
Economically Disadvantaged	17% meeting/exceeding	50% meeting/exceeding															
CAASPP/Math	2023 71.72 % Overall meeting/exceeding 2024 66.89% Overall meeting/exceeding	2025 70% Overall 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.	Implement STEAM and Project Based Learning programs, activities, and opportunities in all grades. All students will have access to technology-based, CCSS-aligned	0 Targeted Allocation Training/ Release time/ technology/ resources/ substitute release time for planning/ training

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

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.

Analysis

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

2023-2024 School Year CAASPP Scores

66.89% meeting/ exceeding

2022-2023 School Year CAASPP Scores

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 Diagnostric #1 7 % English learner meeting/exceeding

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

April 2023: iReady Diagnostic #1: 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

2024-2025 School Year

Diagnostic #1 44% to Diagnostic #3 74% meeting/ exceeding

22% % Overall meeting/exceeding: 73% Overall meeting/exceeding

Aug. 2024: iReady Diagnostic #1 9% English learner meeting/exceeding

March 2025: iReady Diagnostic #3 44% % English learner meeting/exceeding

Aug. 2024: iReady Diagnostic #1 26%Hispanic/Latinx meeting/exceediing

March 2025: Ready Diagnostic #3 46%Hispanic/Latinx meeting/exceediing

Aug. 2024: iReady Diagnostic #1 28% % Economically Disadvantaged

March 2025: iReady Diagnostic #3 54% Economically Disadvantaged at/ 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 demonstrated steady progress in increasing student achievement, particularly in mathematics. Overall, the percentage of students meeting or exceeding grade-level expectations on the i-Ready Math Diagnostics rose from 44% to an impressive 74%.

Significant gains were also made among specific student groups. English Learners increased from 9% to 44% meeting or exceeding expectations. Hispanic students improved from 26% to 46%, and students identified as economically disadvantaged increased from 28% to 54% meeting or exceeding standards.

Despite these gains, Sutter currently lacks the funding necessary to implement a dedicated math intervention program. Ongoing declines in enrollment have led to a reduction in available site funds.

In response, Sutter's educators are prioritizing the enhancement of Tier 1 instruction to better address the diverse academic needs of all students. Through strengthened core instruction, the school remains committed to closing achievement gaps and sustaining student growth.

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 intense 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.

Identified Need: Disparities in Achievement and Need for Targeted Support

Data from both i-Ready diagnostics and CAASPP assessments reveal that while overall academic performance at Sutter is steadily improving, significant achievement gaps remain between the overall student population and key student subgroups—particularly students from low socioeconomic backgrounds, English Learners, and students with IEPs.

From August 2024 to March 2025, overall student performance on i-Ready math diagnostics rose from 55% to 78% meeting or exceeding grade-level expectations. However, subgroup performance remains below the schoolwide average:

English Learners improved from 9% to 44%, a 35-point gain, yet still 34 points below the overall average.

Hispanic/Latinx students increased from 26% to 46%, but remain 32 points behind overall student performance.

Economically Disadvantaged students rose from 28% to 54%, still 24 points below their peers.

CAASPP math results further confirm the need for ongoing support. While overall achievement remained relatively stable—69.5% meeting/exceeding in 2023 compared to 68.97% in 2024—performance data for English Learners, students with IEPs, and socioeconomically disadvantaged students continues to lag behind, reinforcing the need for focused interventions.

This data highlights an urgent need to implement targeted supports and enhance Tier 1 instruction to close persistent opportunity gaps. Without additional resources—especially intervention programs and differentiated instruction strategies—these student groups risk falling further behind despite overall school growth.

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	Baseline Data: i-Ready Math Diagnostic Results (2024–2025) Sutter has shown strong overall growth in student math performance according to i-Ready diagnostic results. However, achievement gaps persist among English Learners, Hispanic/Latinx students, and Economically Disadvantaged students. Overall Performance: Diagnostic #1 (August 2024): 55% of students met or exceeded grade-level expectations Diagnostic #3 (March 2025): 78% of students met or exceeded grade-level expectations Student Group Performance: <table> <tr> <td>Student Group</td><td>Diagnostic #1 (Aug 2024)</td><td>Diagnostic #3 (Mar 2025)</td></tr> <tr> <td>English Learners</td><td>9%</td><td>44%</td></tr> <tr> <td>meeting/exceeding</td><td></td><td></td></tr> <tr> <td>Hispanic/Latinx Students</td><td>26%</td><td>46%</td></tr> <tr> <td>meeting/exceeding</td><td></td><td></td></tr> <tr> <td>Economically Disadvantaged</td><td>28%</td><td>54%</td></tr> <tr> <td>meeting/exceeding</td><td></td><td></td></tr> </table> Summary of Need: While the school is making significant gains in overall math achievement, targeted support is still needed to close persistent gaps for English Learners, Hispanic/Latinx students, and Economically Disadvantaged students, who are all performing well below the school wide average.	Student Group	Diagnostic #1 (Aug 2024)	Diagnostic #3 (Mar 2025)	English Learners	9%	44%	meeting/exceeding			Hispanic/Latinx Students	26%	46%	meeting/exceeding			Economically Disadvantaged	28%	54%	meeting/exceeding			(based on March 2024) *Outcome targets are based on student groups making greater growth to close gaps. The overall expected outcome takes into account that students are often members of multiple student groups.
Student Group	Diagnostic #1 (Aug 2024)	Diagnostic #3 (Mar 2025)																					
English Learners	9%	44%																					
meeting/exceeding																							
Hispanic/Latinx Students	26%	46%																					
meeting/exceeding																							
Economically Disadvantaged	28%	54%																					
meeting/exceeding																							
CAASPP/ELA	CAASPP Scores Grades 3-5 2023 69.5 % Overall meeting/exceeding	Projected: ELA 70% Overall meeting/ exceeding																					

	2024	
	68.97% Overall 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	a) Funds to pay for reading intervention teacher. Teacher will work with students who are students who are not at or exceeding grade level standards. b) Additional support for EL in the form of push-in support or pull out during school day and after school intervention to meet the language competencies. This will require materials, supplies and hourly pay for classified and certificated staff. c) 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. d) Additional support for EL in the form of push-in support or pull out during school day and after school intervention to meet the language competencies. This will require materials, supplies and hourly pay for classified and certificated staff.	English Language Learners and students who are not meeting grade level standards in iReady diagnostics. Students will benefit from strategies and action items as well.	25475 Targeted Allocation 1000-1999: Certificated Personnel Salaries Hire Reading and Writing Intervention teacher instructs students who are below grade level in reading and writing. in small groups. Targeted Small Group Instruction for students who need additional assistance, EL, Hispanic, and Students with Disabilities, lower socioeconomic 0 Targeted Allocation 2000-2999: Classified Personnel Salaries Substitutes / Release Time/ Professional Staff Development Training/ collaboration/ Team planning (this includes salary + benefits) 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.	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

	5. Leveled reading books for on-site book room. 6. Language Workshop Block for differentiated instruction. 7. Leveled Literacy Instruction (LLI) through RSP teacher.		Professional Development collaboration, sub Staff Training/
1.3			Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.5			
1.6			None Specified
1.7			

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.

Analysis

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

23-24 CAASPP Testing:

69.97 % Overall meeting/exceeding in CAASPP ELA,

22-23 CAASPP Testing:

69.51 % Overall meeting/exceeding in CAASPP ELA,
50% English learner meeting/exceeding,
31.26%Hispanic/Latinx meeting/exceediing

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 Diagnostric #1 13 % English learner meeting/exceeding

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

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

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

55% % Overall meeting/exceeding: 78% Overall meeting/exceeding

Aug. 2024: iReady Diagnostic #1 9% English learner meeting/exceeding

March 2025: iReady Diagnostic #3 44% % English learner meeting/exceeding

Aug. 2024: iReady Diagnostic #1 26%Hispanic/Latinx meeting/exceediing

March 2025: Ready Diagnostic #3 46%Hispanic/Latinx meeting/exceediing

Aug. 2024: iReady Diagnostic #1 28% Economically Disadvantaged

March 2025: iReady Diagnostic #3 54% Economically Disadvantaged at/ 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-2. 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 Sept. to March, we will have reading intervention program for grades K-2. If we have additional funds we will provide support to grades 3-5.

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 24-25 school year for iReady overall meeting/ exceeding, we began in August at 55% and increased to 78%. Sutter's English Learner's went from 9% to 44% meeting or exceeding in ELA. In Hispanic/ Latin X we went from 26%-46% and students who are economically disadvantaged from 28%-54% meeting or exceeding.

When we administered the iReady diagnostic #3 tests were in March 2025. We still had two more months of instructional time, so our scores would have projected higher if taken in May 2025.

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) Teachers will begin teaching 10 min. intense small group instruction in grades K-5 for targeted students 3 times a week.
- 3) The district and site will continue to implement the 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 continue to 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 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.

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: 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.

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	47,475.00	0.00

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
- 5 Parent or Community Members

Name of Members	Role
Michael Fong	Principal
Paula Cappelloni	Classroom Teacher
Lori Droze	Other School Staff
Marlene Wilhelm	Classroom Teacher
Mary Garrett	Parent or Community Member
Frank Tsai	Parent or Community Member
Theresamai Cao	Parent or Community Member
Mary Park	Parent or Community Member
Dania Villapando	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



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 8, 2025.

Attested:



Principal, Michael Fong on April 8, 2025



SSC Chairperson, Mary Garrett on April 8, 2025