



Targeted Support and Improvement (TSI) 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	April 28, 2026	6/16/2026

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 Targeted Support and Improvement (TSI) 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 Targeted Support and Improvement (TSI) 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: Comprehensive Needs Assessment

The process began in December 2025 and continued through February 2026 with the Comprehensive Needs Assessment (CNA), during which the school community engaged in multiple activities to examine current practices and student outcomes. This phase included administering the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey, conducting classroom visits, facilitating focus groups, and reviewing artifacts related to instructional practices, school systems, and student supports. In addition, school leaders completed a reflective self-assessment aligned with the Four Domains for Rapid School Improvement to evaluate leadership, instruction, culture, and systems and provide internal perspectives on current practices.

Stakeholder engagement was an integral part of this process, with input gathered from 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 used to gather perspectives, validate findings, and build shared understanding of the school's strengths and areas for growth. As part of this phase, the team also reviewed Lodi Unified's accountability data, including student attendance and achievement data available through the school's report card. The combination of stakeholder input, quantitative data, and artifact review provided a well-rounded understanding of school performance and informed the findings of the CNA report.

Phase Two: Root Cause Analysis

In the second phase, the leadership team engaged in a root cause analysis process to examine the CNA findings more deeply. Through collaborative discussions and data analysis, the team identified the key factors influencing student performance and school outcomes. This process helped clarify the underlying drivers of both strengths and challenges, allowing the team to prioritize the most critical areas for improvement and focus their efforts on strategies most likely to impact student learning.

Phase Three: SPSA Plan Development

The final phase focused on the development of the School Plan for Student Achievement (SPSA). Using insights from the CNA and root cause analysis, school leadership teams with input from stakeholders worked together to develop focused goals, strategies, and actionable steps aligned with identified needs. This phase emphasized ensuring that improvement efforts are clearly connected to data and supported by specific actions designed to strengthen instructional practices, support student learning, and promote continuous improvement across the school.

Ongoing Engagement and Continuous Improvement

The school will continue to engage educational partners throughout the year to review progress and guide ongoing improvement of the School Plan for Student Achievement (SPSA). The School Site Council (SSC) will serve as a central structure for monitoring the implementation of strategies, reviewing student data, and discussing adjustments to actions based on evidence of impact. The English Learner Advisory Committee (ELAC) and other parent advisory groups will also be provided opportunities to review progress and offer input, ensuring that the needs of English learners and other student groups remain a focus of the school's improvement efforts.

Staff collaboration will also support the ongoing implementation of the plan. Regular opportunities during staff and team meetings will be used to review data, reflect on instructional practices, and make adjustments to strategies as needed to better support student learning.

The school will continue to communicate updates and gather feedback from the broader school community through multiple channels, such as newsletters, school communication platforms, parent meetings, and translated materials to ensure accessibility for all families. Student perspectives will also be incorporated through a variety of opportunities, such as surveys, classroom discussions, and student leadership forums.

Through continued collaboration and communication with educational partners, the school will use the SPSA as a living plan that guides improvement efforts and responds to the evolving needs of students and the school community.

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.

CAASPP ELA - The following subgroups fell into Orange on the California School Dashboard: Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities. No student group was identified as red.

CAASPP MATH - The following subgroups fell into Orange on the California School Dashboard: Socioeconomically Disadvantaged. No student group was identified as red.

ACADEMIC ENGAGEMENT - The following subgroups fell into Orange on the California School Dashboard: African American, Asian, English Language Learners, Hispanic, Two or More Races, and Students with Disabilities. No student group was identified as red.

CONDITIONS AND CLIMATE - The following sub groups fell into Orange on the California School Dashboard: English Language Learners, Hispanic, and Socioeconomically Disadvantaged. African Americans, Two or More Races, and Students with Disabilities were identified as red.

In the 2025-26 School year the follow activities and strategies were implemented to support our students that were in the Organge on the Dashboard for ELA and Math. Students who were identified with skill gaps were placed into small groups for additional small group instruction and practice. In our primary grades, students attended an afterschool tutoring program. These students were monitored to track progress and if little or no improvement was noted, Tier II interventions were implemented.

To address needs in relationship to attendance, identified students were met with and goals were set to support better attendance. Also, we implemented a monthly attendance contest.

For Conditions and Climate, we continue to train staff and review our Positive Behavior Instructional Support model. We have increased the review of student expectations from the beginning of the year to multiple reviews throughout the school year. We have also increased the number of Tier II strategies to use with students with greater behavioral needs.

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.

At Sutherland, no student groups (subgroup) was two or more performance levels below the "All Student" performance level.

Annual Review

SPSA Year Reviewed: 2025-26

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

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.

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

From the 2024-25 Comprehensive Needs Assessment, Sutherland developed strategies and activities to address 3 areas of need to improve student outcomes. Our school plan focused on 1. Improving Tier I instruction by implementing common evidenced based strategies and visible learning strategies, 2. Strengthening our PLC model and the Cycle of Inquiry, and 3. Improving the opportunity/delivery of targeted support during the school day and after school. 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 instruction and social emotional support to meet the learning needs of our diverse student population.

Goal 1.1 – Professional Learning Communities (PLCs) were implemented on a weekly basis and resulted in several positive outcomes. Staff collaboratively developed a vertical alignment for writing from Transitional Kindergarten through 6th grade, establishing common expectations and instructional consistency across grade levels. PLCs also began incorporating data cycles, although this practice is still emerging. While the PLC consultant funded in the SPSA was not hired, administration was able to provide more frequent direct training and ongoing support, ensuring PLCs continued with fidelity. This was the first step in strengthening PLC process.

Goals 1.2 & 1.5 – MTSS and Data-Driven Instruction - The school implemented the MTSS protocol and conducted two formal data conferences during the year. During these meetings, staff analyzed student data and collaboratively developed plans to target instruction based on identified needs. These efforts increased staff awareness of student performance and promoted intentional instructional planning. However, ongoing and more frequent data conferences through the PLC process may further strengthen instructional responsiveness.

Goal 1.4 – SIPPS and Literacy Structures was an effective strategy. Two-thirds of primary classrooms (K–3) implemented SIPPS daily. All intermediate classrooms incorporated SIPPS, fluency practice, or independent reading into weekly schedules 2–3 days per week.

ENGLISH LANGUAGE ARTS:

Universal Measures: 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 - Goal Met.
- * 3rd - 6th Grade ELA iReady Universal Screener - Goal Met
- * 3rd - 6th Grade CAASPP English Language Arts - Goal Not Met
- * 2024 California Dashboard: ELA - Goal Not Met

K-2nd DIBELS: Overall student proficiency increased by 4% schoolwide on the DIBELS K-2 Benchmark Assessment from 52% to 56% (MOY 2025 to MOY 2026). The implementation of literacy strategies showed stronger progress:

Kindergarten: 36% to 42% (+6%)

First grade: 42% to 47% (+5%)

2nd Grade: 40% to 46% (+6%)

3rd - 6th Grade ELA iReady Universal Screener - Schoolwide there was a 7% increase on the iReady ELA universal screener from MOY 2025 of 23% to MOY 2026 of 30%.

3rd - 6th Grade CAASPP English Language Arts - In 2024 31.92% of students were proficient or advanced in ELA. This metric stayed the same in 2025 at 32.02%.

CAASPP ELA	2024	2025	Comments
Third Grade	33.33%	23.81%	Goal not met.
Fourth Grade	39.22%	35.14%	Goal not met.
Fifth Grade	22.50%	40.91%	Goal met.
Sixth Grade	30.61%	16.67%	Goal not met.

On the California Dashboard in ELA we were 43.8 points below standard which was the same for the prior year. Overall we moved from yellow to orange on the Dashboard and all of our significant subgroups were orange except for our English Language Learners, who remained yellow.

There was one significant increase on the ELA CAASPP. As indicated above, 40.91% of 5th graders were meeting standards. This improvement came from a shift in instructional practice. The 4th and 5th grade teachers grouped students by skill needs and taught in small groups for 30 minutes a day. This instructional change however did not improve the outcome for the fourth grade students.

MATH:

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goals in math was not met.

- * 3rd - 6th Grade Math iReady Universal Screener - Goal Not Met
- * 3rd - 6th Grade CAASPP Math - Goal Not 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 18% to 20%.

3rd - 6th Grade CAASPP Math - There was a decrease of 1.25% from 26.74% to 25.49% in the number of students who met/exceeded standards and we decreased the points from standards from 62.4 points to 60.1 points. Overall Sutherland dropped to orange on the Dashboard. The socioeconomically disadvantaged subgroup fell to orange and our remaining subgroups stayed in yellow.

CAASPP MATH	2024	2025	Comments
Third Grade	43.75%	16.67%	Goal not met.
Fourth Grade	31.37%	45.95%	Goal met.
Fifth Grade	12.82%	22.73%	Goal met.
Sixth Grade	16.33%	16.67%	Goal not met.

On the CAASPP Math we saw significant growth in fourth and fifth grade. 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.

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. Overall on the CAASPP, English language learners are making progress. 55.9% of students are making progress which is an increase of 9.3%.

2025 in ELA - EL were yellow
89.5 points below standard (declined by 3.5 points) Current EL's
37.1 points above standard for reclassified EL's (7.1 increase)

2025 In math - EL's were yellow on the dashboard.
95.4 points below standard (no change) Current EL's
14.9 points above standard for reclassified EL's (3.7 increase)

ELPAC Results 2025

ELPI	2024	2025
Increase a Level	46.4%	58.1%
Maintained	34.8%	29%
Decreased	18.8%	12.9%

California Dashboard - English Learners moved from Yellow in 2024 to Green in 2025.

Goal 1.7 – Bilingual Paraprofessional Support - Two bilingual paraprofessionals were deployed in classrooms throughout the year. Consistent bilingual support has increased English Learners' access to instruction and strengthened Tier I classroom practices. As a result, the English Learner subgroup demonstrated improved achievement. Instructional delivery has become more consistent and higher in quality this school year, and classroom walkthroughs confirm that teachers are increasingly providing small-group instruction to English Learners during the school day.

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

In the 2025–26 School Plan, the intended implementation focused on consistent use of core instructional programs, strong PLC support, and fidelity to identified strategies; however, the actual implementation varied across classrooms. SIPPS curriculum implementation was inconsistent, occurring in approximately 60% of classrooms rather than schoolwide, which limited its overall impact. Additionally, classroom walkthroughs indicated uneven implementation of the i-Ready Math curriculum. The decline in ELA and Math CAASPP scores may be attributed in part to staffing changes, including two new teachers in grades 3 and 6 and a long-term substitute in an additional 3rd grade classroom, which affected instructional continuity.

At Sutherland, we set a threshold of \$10,000 for material differences. \$12,000 was originally allocated for a Solution Tree consultant to support PLC work; however, these funds were reallocated to hire a campus monitor to provide in-classroom support. As a result, there was reduced access to structured PLC coaching compared to what was originally planned, with administrative staff instead providing the PLC and instructional support throughout the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 2025-26 Comprehensive Needs Analysis was developed from input and data from the following stakeholders: The CALL Survey, Student, Parent, & Teacher focus groups, the school Leadership Team's Self Assessment and classroom walkthroughs. From this work, the following three needs were identified for the 2026-27 school year. 1. The Administration needs to support the learning and professional practice of teachers to use essential standards in developing short and long term goals. 2. Teachers need additional support and training on using formative assessments to create timely small groups, and 3. Teachers need support and training on developing lesson plans or implementing district adopted curriculum using evidence based strategies. Based on this year's annual outcomes, metrics and the Comprehensive Needs Assessment the following changes are proposed to the 2026-2027 actions/strategies:

1. Utilize a weekly roving substitute to support in classes to allow teachers to pull a small group, assess students, or plan for small group instruction based on an assessment. Goal 1. Strategy 5
2. In math, all teachers will strengthen their implementation of the Try, Connect, Discuss Strategy, using data for small group remediation/acceleration and pacing. Goal 1. Strategy 3
3. To improve the level of rigor in classrooms, teachers will use time at PLC Meetings, Data Conferences, and additional compensated time after school to connect essential standards to instructional planning/curriculum. Goal 1. Strategy 2, 3, & 4.
4. To adjust the after school strategic tutoring to include a focus on basic math skills practice and early reading skills with a component of homework help. Goal 1. Strategy 4.
5. To improve the quality of instruction for our English Language Learners, a supplemental curriculum will be purchased for the bilingual aides to use with students. Goal 1. Strategy 3.

From 2025-26 SPSA the following actions/strategies will continue:

1. To continue with the implementation of the PLC model which includes early release Wednesdays, identifying essential standards, and developing short term goals based on specific learning targets. Developing Action Plans/Cycles of Inquiry to monitor and assess student learning in regular, short intervals. Goal 1. Strategy 2
2. To timecard our campus monitors to push into classrooms to provide additional support with skill review and practice with students. Goal 1. Strategy 6, 3.
3. To continue to monitor daily ELD instruction in classrooms through walkthroughs. Goal 1. Strategy 1 & 3.

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.

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

For 2024-2025, the strategies and activities identified to improve Goal 2 - Social and Emotional Behavioral showed some improvement on several metrics. In 2024-25 we continued our proactive approach towards supporting students and their families who struggled with attendance. We continued to decrease the number of students identified as chronically absent from 38.8% to 32.7%; however we remained yellow on the Dashboard for Academic Engagement - Chronic Absenteeism.

This school year, our implementation of the PBIS program earned Sutherland Gold recognition. Each Tier of PBIS (I, II, & III) meets monthly, tracks discipline and supports students. This work shows our improvement of the California School Dashboard under Conditions and Climate. We improved from red to orange. Nevertheless, there is work to be done. African Americans, Two or More Races and Students with Disabilities student groups all remained in the red.

MOY to MOY scores on the Panorama Survey have also improved in some areas. Our 3rd - 5th grade students improved from 37% to 41% on Emotional Regulation, Self Efficacy improved by 1% from 36% to 37%, but we saw a drop in Challenging Feels from 47% to 43% in 2026. For our 6th graders Emotional Regulation grew from 31% to 43%, Self Efficacy remained the same at 33% and there was a significant improvement in Challenging Feelings from 47% to 56%.

Universal Measures:

- * California Dashboard Chronic Absenteeism - No Change
- * California Dashboard Suspensions - Goal met.

Goal 2.1 – Positive Behavioral Interventions and Supports (PBIS) - The school implemented the Positive Behavioral Interventions and Supports (PBIS) framework, with Tier 1, Tier 2, and Tier 3 teams meeting regularly throughout the year. These teams reviewed student behavior, attendance, and related data to identify trends, make recommendations, and develop targeted plans to support students with greater needs.

Goal 2.2 – House System App for Student Engagement - The school purchased and implemented the House System app as part of its behavior management and community-building efforts. Teachers used the app to award points to students, reinforcing positive behaviors and strengthening student engagement. This system supported a positive school culture by promoting motivation, recognition, and a sense of belonging among students. Goal 2.3 – SWIS Behavior Tracking System - The SWIS (School-Wide Information System) was purchased and implemented to track student behavior. Most staff utilized SWIS to document behavioral incidents. The PBIS teams reviewed SWIS data monthly to identify behavior trends and drive decisions regarding interventions and student supports. This data-based approach strengthened the school's ability to respond proactively to behavioral needs.

PBIS TFI Scores:

2024-25	2025-26	
Tier I TFI	97%	80%
Tier II TFI	92%	69%
Tier III TFI	88%	0%

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

The major differences between the intended implementation and actual practice of PBIS focused on consistency and staff readiness with required systems. The plan called for all teachers to consistently use the House System App and SWIS to support student engagement and document behavioral incidents. From our review, implementation fidelity varied, as many teachers are still learning how to effectively use the SWIS behavioral documentation and are not consistent with awarding house points. This impacted the usefulness of data collected to inform PBIS practices and decision-making aligned with Goal 2.2. Also, due to the inconsistent use of awarding House Points, we are not generating the excitement and engagement. Additionally, this year's PBIS program was reviewed by a new external assessor from San Joaquin County, whose outside perspective provided valuable insight to our PBIS practice and may have contributed to lower assessment scores.

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 2026-27 SPSA Goal 2 strategies/activities: 1. To continue to build our PBIS Tier I, Tier II, and Tier III supports/strategies/activities and educate all staff on these tools. This includes more systematic and documented processes for tracking and supporting Tier II and Tier III students. Goal 2, Strategy 1. 2. Improve the coordination between PBIS Tier Teams, use of data at meetings and communicating data to the entire staff. Goal 2, Strategy 1. 3. To support and develop working with students in trauma, provide opportunities for staff to attend the PBIS conferences and other conferences related to social emotional well being. Goal 2, Strategy 1.

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.

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

From our 2025-2026 Parent Involvement Data and CNA Focus Group, the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal on parent involvement was nearly met. We grew the number of parents completing the Online Data Confirmation by 3%. This is the result of frequent outreach by our office staff. The process of attendance collection data at Back to School Night and Parent conferences improved resulting a more accurate representation of participation. There was an increase in all other student events (Art Night, Winter Concert, and Otter Awards) averaging from 10-15 families at events to more than 25 families. 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.

2024-2025 2025-2026
Online Data Confirmation: 76% 79%
Back to School Night 70% 24%
Conference Participatiion 90% 57%
Open House 35% 36%
Curriculum Chats N/A <1%
Parent Check Ins N/A Data not collected

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

The intended implementation focused on increasing and accurately tracking parent participation through improved attendance collection at events such as Back to School Night, parent conferences, and curriculum chats. While the process for collecting attendance data was strengthened and resulted in a more accurate representation of participation, the actual data revealed that parent attendance was lower than previously believed. Additionally, only one curriculum

chat was held, with attendance limited to seven parents. This lower participation may be attributed to the time of day the event was scheduled. Moving forward, tying curriculum chats to a student activity may help increase parent engagement and better align outcomes with the original intent of the plan.

At Sutherland, we set a threshold of \$300 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 parent education based on the needs and interests of our families while attending campus events. Goal 3, Strategy 2. 2. To host 3 events to allow parents to directly interact with administration during campus activities. Goal 3, Strategy 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 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

By Spring 2026, Sutherland Elementary School will improve student outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California Dashboard and district i-Ready assessments, through strengthening Tier 1 core instruction and providing targeted Tier 2 supports within the MTSS framework. Aligned with three-year California Dashboard trends, the school will reduce English Language Arts distance from standard by 6 points, reduce Mathematics distance from standard by 6 points, and increase the percentage of English Learners making annual progress by 3 percentage points, supporting continued growth in academic achievement. Locally, informed by four-year i-Ready middle-of-year trend data, the school will reduce Reading distance from standard by 8 points and reduce Math distance from standard by 7 points, as measured by the i-Ready diagnostic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

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 California School Dashboard and local measures, we have identified the following areas in ELA, Mathematics, & Science that need improvement. The ELA and Mathematics indicators were not met for the 2024-2025 school year. Sutherland dropped in both English Language Arts and Mathematics on the California School Dashboard with the overall performance color changing from yellow to orange. Students maintained distance from standards in ELA at 43.8 points (prior year 42.2) and slightly decreased distance from standards in math from 62.4 to 60.1 points this year. At this time, none of Sutherland's student groups are performing two levels below the All Student Group on any part of the CAASPP. All student groups were designated Orange on the Dashboard, except for our English Language Learners, which was Yellow. In math, our largest student group, socioeconomically disadvantaged students fell into Orange on the Dashboard. In Math, all other subgroups remained in Yellow.

Through the Comprehensive Needs Analysis process, which included the use of the CALL survey administered to all staff members, student, parent, and teacher focus groups, leadership self-reflection, and multiple classroom walkthroughs, the following three needs were identified.

1. Administration needs to lead teachers through the process of creating timelines for the identified priority standards with data cycles that monitor progress toward the mastery of those standards and the long-term goals.
2. Teachers need to deepen their understanding of formative assessments and how to use the information from them to plan instruction and create timely small groups.
3. Teachers need to invest time in connecting the essential standards into daily, weekly and yearly planning by using evidence-based best practices that engage all students.

To address these identified needs, a comprehensive multi-tiered approach will be implemented. This approach includes high-quality Tier I instruction, targeted interventions, ongoing data analysis and responsiveness, accountability through the PLC process, professional development, and community engagement, as outlined in the Goals, Strategies/Activities, and Expenditures of this SPSA.

This goal is based on the following sources:

The 2026 2nd-6th iReady MOY ELA Assessment

- The 2025 California Dashboard: ELA

The 2026 K-6th grade iReady MOY Mathematics Assessment

- The 2025 California Dashboard: Mathematics
- The 2025 California Dashboard: Science
- The 2025 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
The 2025 California Dashboard: ELA	The 2025 California Dashboard: ELA - 43.8 points from standard	The 2026 California Dashboard: Reduce distance from standard to 37.8 points below standard.
The 2025 California Dashboard: Mathematics	2025 California Dashboard: Mathematics 60.1 points from standard	2026 California Dashboard: Reduce distance from standard to 54.1 points below standard.
The 2025 California Dashboard: English Learner Progress Indicator (ELPI)	2025 California Dashboard: 55.9% making progress.	2026 California Dashboard: 58.9% making progress.
2nd-6th iReady MOY ELA: Distance from Standard	MOY 2026: 32.98 points below standard.	MOY 2027: Reduce distance from standard to 24.98 points below standard.
The 2026 K-6th grade iReady MOY Mathematics Assessment	MOY 2026: 23.88 points below standard.	MOY 2027: Reduce distance from standard to 16.88 points below standard.
The 2025 California Dashboard: Science	2025 California Dashboard: Science 42 points from standard	2026 California Dashboard: Science Reduce distance from standard to 36-41 points below standard.

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	STRATEGY: MTSS (Multi-Tiered System of Supports) Identification, Collaboration, & Instructional Planning Educators and all stakeholders (RSP teacher, Reading Intervention Teacher, Speech Teacher, Counselor & Mental Health) will 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, Leadership Meetings, Visible Learning Coalition Meetings, PBIS Tier I, II, & III Meetings and Academic Data Conferences creates a regular and systematic process for identification of student needs, collaboration, & instructional planning. ACTION STEPS: MTSS Academic Data Conferences and Analysis will provide release time for teachers to: 1. Collect, Review, and Analyze Data: To examine student data from Universal Screeners, Walkthroughs, SWIS and Panorama to identify patterns, areas of need, and progress towards end of year goals. 2. Progress Monitoring: To review progress monitoring data and the effectiveness of current interventions to determine if adjustments are needed to support student growth. 3. Problem-Solving Discussions: To engage in collaborative problem-solving conversations to address challenges faced by students within the MTSS framework including brainstorming strategies, sharing expertise, and leveraging resources to support student success. 4. Based on data, the teachers collaborate, plan, and respond with best practices to adjust instruction and student groups. 5. Documentation and Record-Keeping: Use Data Collection Sheets to track individual student progress of interventions, progress monitoring, and inform future decision-making. 6. Reflect on behavioral, and social-emotional data to inform decision-making for tiered interventions or possible SST referral. Scheduling: Dedicated 2 full days of release time Materials and Resources: * Materials or supplies to support the implementation of MTSS Process.	All Students	\$19,962 Title I 1150 Teacher Sub 84 Substitutes \$4,986 Title I 3000 Benefits 5343 - Subs \$25,585 Title I 1120 Teacher Temp Timecards \$6,393 Title I 3000 Benefits Benefits
1.2	STRATEGY: Highly Effective Teams	All Students	\$0 Title I

	To ensure high quality Tier I and Tier II instruction in the classrooms, there will be an effective implementation of the Highly Effective Teams process at each grade level. ACTION STEPS: Highly Effective Teams Practices: 1. Set EOY Goals based on Essential State Standards and align standards between grade levels. 2. Set short term goals and learning targets based on essential standards to drive instructional planning and decision making. (Cycle of Inquiry/Action Plan) 3. Create a timeline with formative assessments to ensure progress is being made towards EOY goals and short-term goals, then use this evidence to inform planning and decision making about interventions and extensions. 4. Tailor instructional practices, based on data, to address diverse student needs including English Language Learners. 5. Evaluate effectiveness of short-term goals through the Cycle of Inquiry / Action Plan for continuous improvement. 6. Refer to universal screeners and state/local data to monitor progress towards EOY goals. 7. Document discussions, data collection, and or information on next steps. Scheduling: Dedicated Highly Effective Teams time on Wednesdays Timecard opportunities for additional Teams work outside of contracted work hours. Professional Development: * Ongoing embedded professional development through administration and Highly Effective Teams guiding coalition * Attendance at PLC conferences and Visible Learning Materials and Resources: * Materials or supplies to support the implementation of Highly Effective Teams Process		1120 Teacher Temp See goal 1.1 \$0 Title I 3000 Benefits See goal 1.1 \$3389 Title I 4300 Materials Additional supplies and resouces \$ Title I 5220 Conference See goal 1.3
1.3	STRATEGY: High quality, rigorous Tier I instruction. (ELA, Math, EL) ACTION STEPS: 1. Incorporate Visible learning strategies for students *Teacher Expectations *Student "I Can" Statements *Success Criteria *Self and Peer Assessment 2. Utilize essential standards for ELA & Math for setting interim and EOY goals. 3. Implement Mathematical Practice #1 4. Instructional Practices: Lodi Unified's Organizational Consistencies	All Students	\$0 Title I 4300 Materials See Goal 1.2 \$13,000 Title I 5220 Conference PLC, PBIS, SpEd, PE or other \$21,200 Title I 5712 Transportation Charter buses \$1000 Title I 5715 Print Shop

	Teachers will utilize evidence based best practices during Tier I instruction * Plan daily instruction or units of study on essential standards. * Administer common formative assessments as evidence of learning. * Utilize the Discuss/Try/Connect iReady strategy * Review evidence/data to adjust instruction to offer acceleration or remediation. * Utilize AVID & WICOR strategies 5. Early Reading Instruction: Kindergarten - Third Grade will teach SIPPS for 20-30 minutes every day. * Use the materials as prescribed. * Utilize support from TOSA and CORE Consultant * Implement fluency practice * Progress Monitor students and implement intervention based on student needs. Fourth - Sixth Grade * Implement fluency practice and daily reading. * Utilize Accelerated Reader Program to track reading, progress and increase motivation. * Provide skill-based instruction (SIPPS) based on the instructional needs of students. Professional Development: Opportunities for additional training to support implementation Tier I instruction: * Visible Learning (Hattie), * UDL, * iReady * AVID * SIPPs and/or other PD offered through LUSD. * Science of Reading Training		Instructional Materials \$ Title I 4300 Materials Avid Supplies
1.4	STRATEGY: Provide students with targeted, skill-based after-school tutoring in English Language Arts (ELA) and Mathematics, along with structured homework support. ACTION STEPS: * Identify students in need of additional support using universal screeners, formative assessments, and teacher recommendations. * Deliver targeted instruction focused on reteaching, reinforcing, and practicing identified learning targets. * Monitor and analyze student progress regularly to adjust instruction and ensure continued growth.	All Students	\$0 Title I 1120 Teacher Temp See goal 1.1 \$0 Title I 3000 Benefits See goal 1.1
1.5	STRATEGY: Supplemental Instructional Support During Core Instruction Provide supplemental instructional support during core instructional time through a retired credentialed teacher working alongside the classroom teacher to increase academic achievement for students identified as academically at risk. ACTION STEPS: * Deliver targeted small-group instruction to students identified through multiple data sources,	All Students	\$9,505 Title I 1150 Teacher Sub Retired Teacher \$2,374 Title I 3000 Benefits Sub benefits

	including assessments, progress monitoring, and classroom performance. * Provide timely, in-the-moment academic intervention aligned with grade-level standards to address identified learning needs and accelerate student progress. * Support skill development, guided practice, and remediation in the classroom for identified students needing additional academic assistance. * Coordinate with the classroom teacher to reinforce core instruction and provide supplemental support based on student needs and progress data.		
1.6	STRATEGY: Instructional Support for English Language Learners ACTION STEPS: Classroom teachers will provide 30 minutes of daily English Language Development. * Teachers have access to Essential ELPAC Supplemental Curriculum * Access to District Bilingual Aide 2 full-time Bilingual paraprofessionals * Provide targeted, small-group instruction. * Provide in-the-moment academic intervention aligned to grade-level standards, with a focus on students identified as English Language Learners. * Access to use Essential ELPAC Curriculum. Professional Development Training on Essential ELPAC Curriculum	English Learners	\$0
1.7	STRATEGY: Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies. Ensure students have access to supplemental books, duplicating services and software licenses to support high quality Tier I instruction * SIPPS * Heggerty materials to support phonics instruction * Handwriting Without Tears * Rosetta Stone to support English Language Learners * Other District Approved supplemental reading and math materials * Books for students to use at home. * Books and other resources to enhance the library. 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.	All Students	\$5299 Title I 4300 Materials AVID supplies
1.8	STRATEGY: Study Trips Supplementing Grade-Level Core Curriculum: Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their	All Students	\$13,600 Title I 5872 Field Trips SJCOE SkyMountain - Science Camp and other registration fees.

	understanding of academic concepts and enrich their educational experiences. ACTION STEPS: The following activities outline the framework for these study trips: 1.Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards. 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. 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. 4. Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings. 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. 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. 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.		\$0 Title I 5712 Transportation See Goal 1.3
1.10			

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.

Positive Behavioral Interventions and Support (PBIS) & Social-Emotional Learning (SEL)

Sutherland will strengthen social-emotional and behavioral interventions by ensuring a more comprehensive and effective system for addressing, monitoring, and provide support to all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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 improvement. At this time, Sutherland does not have any subgroup that is 2 or more performance levels below the All Student Subgroup. Our Socioeconomically Disadvantaged subgroup remained Yellow on the Dashboard and all other subgroup were Orange. (Asian, English Learners, Hispanic, Two or More Races, & Students with Disabilities and African Americans). It is important to point out that our African American subgroup improved from Red to Orange.

Under Conditions and Climate - Suspension, the following subgroups English Learners, Hispanic, & Socioeconomically Disadvantaged were Orange and the African American Two or More Races, & Students with Disabilities remained in red. Strong improvement was seen in the subgroup of Socioeconomically Disadvantaged students moving from Red to Orange.

From our Panorama Survey we are making some improvements with students and their emotional well being. The three areas that we are focusing on showed mixed results and will continue to be an area that support in the 2026-27 plan.

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	2025 CA Dashboard Chronic Absenteeism Indicator: 32.7% - Orange	2026 CA Dashboard Chronic Absenteeism Indicator - Decrease by 5% to 27.7%.
CA Dashboard - Suspension Rate	2025 CA Dashboard Suspension Indicator: 4.47% Orange	2026 CA Dashboard Suspension Indicator - Decrease by 1%
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2025-2026 Local Data: Tier 1 TFI Score 80% Tier 2 TFI Score 69% Tier 3 TFI Score 0%	2026-2027 Local Data: Tier 1 TFI Score 85% Tier 2 TFI Score 74% Tier 3 TFI Score 70%
PBIS Recognition	2025-2026 School Year - Silver	2026-2027 School Year - Gold

MOY Panorama Survey	2025 - 2026 Panorama Student Survey Needs Third - Fifth Grade Emotional Regulation - 41% Self Efficacy - 37% Challenging Feelings - 43% Sixth Grade Emotional Regulation - 43% Self Efficacy - 33% Challenging Feelings - 56%	2025 - 2026 Panorama Student Survey Needs Third - Fifth Grade Emotional Regulation - 46% Self Efficacy - 42% Challenging Feelings - 48% Sixth Grade Emotional Regulation - 48% Self Efficacy - 38% Challenging Feelings - 61%
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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	STRATEGY: Positive Behavioral Intervention and Supports Implementation. Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. ACTIONS: PBIS Planning and Support 1. Monthly PBIS Meetings - Tiers I, II, & III * To facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. * To establish clear behavioral expectations (behavioral matrix) for all areas of the school. * To make data-driven decisions and improvements to the PBIS system at Sutherland. * Strengthen tiered system of supports processes (universal, targeted, intensive) based on student needs. * To evaluate the effectiveness of PBIS practices and interventions and ensure fidelity of implementation. 2. PBIS Implementation - Staff * Teach and frequently review the posted PBIS Behavior expectations * Passport Tour * Fix It Tickets/SWIS Referrals * Utilize the Student Data Tracker to monitor students of need. * Provide direct support and guidance to students who require additional behavioral support. * Staff implements PBIS strategies in their classrooms and across the school environment. * Conduct House Meetings to teach Tier I lessons on character traits 3. PBIS Implementation - Student * Earn Otter Tickets/House Points by demonstrating school expectations. * To know core values - How Sea Otters Swim—Respect, Responsibility and Integrity * To utilize the Otter Store	All Students	\$0 Title I 1150 Teacher Sub See goal 1.1 \$0 Title I 3000 Benefits See goal 1.1 \$0 Title I 5220 Conference See goal 1.3 \$0 Title I 5715 Print Shop See goal 1.3

	* Demonstrate expectations throughout the campus * Participate in the Passport Tour at least once a year. * Tier II & Tier III students meet the expectations of their designated interventions according to their plan. 4 Involve families in PBIS activities and initiatives. * Communicate PBIS principles and expectations through school communications and campus events. * Coordinate efforts across the school community including administrators, teachers, staff, students, and families to gather input and feedback. (PBIS Family and Staff Survey) Professional Development: * PBIS Consultants or Conference * Provide training and refreshers to All staff on PBIS principles, strategies, and practices at least 3 times a year. Resources and Materials: * Print Staff PBIS Handbook for implementation * Print PBIS Passport.		
2.2	STRATEGY: Data Collection and Analysis ACTIONS: 1. Utilize SWIS to evaluate behavior data and appropriate supports for students 2. To identify patterns of behavior and areas of concern to addressed 3. Monitor the effectiveness of strategies and interventions of over time 4. Communicate and display data with students, staff and parents. Resources and Materials : * SWIS subscription to support behavior data analysis	All Students	\$625 Title I 5875 Technology Licenses SWIS Behavior Database
2.3	STRATEGY: Sutherland's House System Educators engage in activities aimed at building positive relationships and connections to school by implementing the Sutherland House System. ACTIONS: 1. Standardize House Meetings - Utilize School developed lesson plans on Sutherland's core values. 2. Rallies to promote the 25 to Dive Habits 3. Resume House Lunches 4. Increase staff modeling of 25 to Dive Traits 5. Increase usage of House Points App. 6. Continue the House competitions to earn the House Banner 7. Continue the Sutherland Jacket Award Resources and Materials: RCA House Point App RCA books	All Students	\$0 Title I 5715 Print Shop See goal 1.3 \$1,800 Title I 5875 Technology Licenses RCA House Point App

2.4	STRATEGY: Social and Emotional Support Using the Panorama Survey - Identify at risk students in our 3 focus areas (self efficacy, emotional regulation and challenging feeling and implement a process to reach out and provide support to students. ACTIONS: 1. Utilize the Panorama Survey to identify students and upload in our Student Data Tracker. 2. Build groups to work with the Counselor, mental health, or campus monitors. 3. Use group time to discuss these areas of focus and to support students. 4. Communicate information to PBIS team, staff and school community 3 times a year.	All Students	
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Goals, Strategies, & Proposed Expenditures

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

Goal 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.

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 Parent/Teacher Conferences
- * Increase consistent communication on academics (Amplify and iReady letters, Progress Reports, Accelerated Reader Reports)
- * 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	2025 - 2026 79% Online Data Confirmation completion rate.	2026 -2027 84% Online Data Confirmation completion rate.
Back to School Night Participation	2025 -2026 24% Back to School Night Participation Rate	2026 -2027 29% Back to School Night Participation Rate
Conference Participation	2025 -2026 57% Parent Conference Participation Rate	2026 -2027 62% Parent Conference Participation Rate
Open House Participation	2025 - 2026 36% Open House Participation Rate	2025 - 2026 41% Open House Participation Rate
Outreach through Administration	New Metric to be implemented in 2026-27	2026 - 2027 25% Parent Participation
ELAC Parent Participation	New Metric to be implemented in 2026-27	2026 - 2027 Average of 6 Parents in attendance at Meetings

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	STRATEGY: Increase communication and access to school community. ACTIONS: 1. Improve data input into Aeries to ensure that all parents are connected to the school's electronic messages, Aeries portal, and ClassDojo. 2. Provide information in multiple formats and languages. 3. Check in with families whose contact with the school is minimal. *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. 4. Provide support for making calls and recruiting families to get involved with ELAC and PTO. We will provide regular updates and important information through various channels, including: * Flyers * Electronic Newsletters * Phone Calls * Parent Portal * Mobile Apps. * Outreach through Administration (3 Events - BOY, Parent Conferences & MOY) * Presentations at Events	All Students	\$200 Title I: Parent Involvement 2200 Class Support Temp Phone calls & Translating (10 Hours) \$78 Title I: Parent Involvement 3000 Benefits Phone calls & Translating (10 Hours) \$315 Title I: Parent Involvement 5715 Print Shop Parent resources
3.2	STRATEGY: School and Community Events - Throughout the school year, there will be organized activities to support a strong School-Community relationship: ACTIONS: 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 / Workshops (2-3 times a year) 6. OTTER Awards 7. Educational and Social Parent/Student Events 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. Additional Activities: * Success Starts Here * Family Field Trips	All Students	\$1,527 Title I: Parent Involvement 1120 Teacher Temp Support at events 40 hours \$381 Title I: Parent Involvement 3000 Benefits Support at events 40 hours \$0 Title I 2920 Other Class Temp See Goal 3.1 \$500 Title I: Parent Involvement 4325 Food For Meetings Events and parent activities

	* Harvest Festival * Art Night * Science Night * Concerts * Talent Show Resources and Materials: * Hospitality at events * Books/workbooks * Printed materials		
3.3	STRATEGY: Increase parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities. ACTIONS: 1. Build parent participation in ELAC and PTO by reaching out to families in home language with the support of our Bilingual Paras. 2. Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation. 3. Targeted outreach, (phone calls, classdojo, and flyers) to attend parent workshops, activities, and events. Resources and Materials * Bilingual materials * Translating * Babysitting	English Language Learners	\$0 Title I: Parent Involvement 2200 Class Support Temp See Strategy 3.1 \$0 Title I: Parent Involvement 3000 Benefits See Strategy 3.1
3.4			

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

TSI Targeted Support & Improvement - Improve Attendance and Suspension Rate for our African American and Students of Two or More Races.

The educational outcomes for our African American students and Students of Two or More Races will mirror that of our All-student group.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

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.

At Sutherland Elementary, the African American student subgroup has historically underperformed. According to the California School Dashboard, this subgroup was identified as orange in chronic absenteeism and red in suspension rates. In comparison, the All Students group was rated yellow for chronic absenteeism and orange for suspensions.

Through the Comprehensive Needs Analysis process, which included the use of the CALL survey administered to all staff members, student, parent, and teacher focus groups, leadership self-reflection, and multiple classroom walkthroughs, the following three needs were identified. 1. Administration needs to lead teachers through the process of creating timelines for the identified priority standards with data cycles that monitor progress toward the mastery of those standards and the long-term goals. 2. Teachers need to learn about a variety of formative assessments and how to use the information from them to plan instruction and create timely small groups. 3. Teachers need to invest time in connecting the priority standards into daily, weekly and yearly planning embedding the use of evidence-based best practices that engage each and every

To address these identified needs, a comprehensive multi-tiered approach will be implemented. This approach includes high-quality Tier I instruction, targeted interventions, ongoing data analysis and responsiveness, accountability through the PLC process, professional development, and community engagement, as outlined in the Goals, Strategies/Activities, and Expenditures of this SPSA.

This goal is based on the following sources:

- The 2025 California Dashboard: Academic Engagement - Chronic Absenteeism
- The 2025 California Dashboard: Climate and Conditions - Suspension

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 - Academic Engagement	2025 CA Dashboard - Chronic Absenteeism Indicator for the African American Subgroup - Orange	2026 CA Dashboard - Chronic Absenteeism Indicator decrease by 5%.
CA Dashboard - Conditions and Climate	2025 CA Dashboard - Suspension Indicator for the African American Subgroup- Red	2026 CA Dashboard - Suspension Indicator decrease by 5%

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
4.1	Attendance 1. Using 2025-26 attendance identify chronically absent students and identify as Tier II students. 2. Admin will set up attendance meeting at the start of the year to discuss attendance expectations and set goals. 3. Tier II Team will track progress and adjust supports as needed.	African American Students & Students of Two or More Races	
4.2	Suspension 1. Using 2025-26 suspension data identify any student who had a suspension as Tier II students. 2. Tier II Team will set up meeting at the start of the year to discuss behavior expectations and set goals. 3. Tier II Team will track progress and adjust supports as needed.	African American Students & Students of Two or More Races	

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	\$131,719.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$131,719.00
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	\$128,718.00
Title I: Parent Involvement	\$3,001.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$131,719.00

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 (\$)
	\$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: \$131,719.00

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
	0.00
Title I	128,718.00
Title I: Parent Involvement	3,001.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	27,112.00
1150 Teacher Sub	29,467.00
2200 Class Support Temp	200.00
2920 Other Class Temp	0.00
3000 Benefits	14,212.00
4300 Materials	8,688.00
4325 Food For Meetings	500.00
5220 Conference	13,000.00
5712 Transportation	21,200.00
5715 Print Shop	1,315.00
5872 Field Trips	13,600.00
5875 Technology Licenses	2,425.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1120 Teacher Temp	Title I	25,585.00
1150 Teacher Sub	Title I	29,467.00
2920 Other Class Temp	Title I	0.00
3000 Benefits	Title I	13,753.00
4300 Materials	Title I	8,688.00
5220 Conference	Title I	13,000.00
5712 Transportation	Title I	21,200.00
5715 Print Shop	Title I	1,000.00
5872 Field Trips	Title I	13,600.00
5875 Technology Licenses	Title I	2,425.00
1120 Teacher Temp	Title I: Parent Involvement	1,527.00
2200 Class Support Temp	Title I: Parent Involvement	200.00
3000 Benefits	Title I: Parent Involvement	459.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5715 Print Shop	Title I: Parent Involvement	315.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,293.00
Goal 2	2,425.00
Goal 3	3,001.00

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
Tabitha Fragoso	Classroom Teacher
Leeanna Ford Johnson	Classroom Teacher
Doug Gilham	Classroom Teacher
Shannon Bulmner	Other School Staff
Rosa Hernandez	Parent or Community Member
Lizette Cruz	Parent or Community Member
Whitney Morgan	Parent or Community Member
Crystal Solorio	Parent or Community Member
Maria Santos	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 4.28.2026.

Attested:




Principal, Elizabeth Horton on 4.28.26

SSC Chairperson, Crystal Solorio on 4.28.26