School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Sutter Middle School	34673306118012	May 12, 2026	August 20, 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 School Site 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 Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

As of 2024 SMS exited ATSI for African American Students.

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

Table of Contents

SPSA Title Page 1
Table of Contents 2
Plan Description 4
School Vision and Mission 4
School & Community Profile 4
Educational Partner Involvement 5
Resource Inequities 6
Comprehensive Needs Assessment Components 6
California School Dashboard (Dashboard) Indicators 7
Other Needs 7
School and Student Performance Data 8
Student Enrollment 8
CAASPP Results 10
ELPAC Results 14
Student Population 17
Overall Performance 19
Academic Performance 21
Academic Engagement 29
Conditions & Climate 32
Goals, Strategies, & Proposed Expenditures 34
Goal 1 34
Goal 2 37
Goal 3 42
Goal 4 46
Budget Summary 50
Budget Summary 50
Other Federal, State, and Local Funds 50
Budgeted Funds and Expenditures in this Plan 51
Funds Budgeted to the School by Funding Source 51
Expenditures by Funding Source 51
Expenditures by Budget Reference 51
Expenditures by Budget Reference and Funding Source 52
Expenditures by Goal 52
School Site Council Membership 53
English Learner Advisory Committee (ELAC) 54
Recommendations and Assurances 55

Instructions 56
Appendix A: Plan Requirements..... 63
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements..... 66
Appendix C: Select State and Federal Programs 69

Plan Description

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

This plan is being used by Sutter Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

As of 2024 SMS exited ATSI for African American Students.

Sutter Middle School plans to meet Every Student Succeeds Act (ESSA) requirements per the Local Control and Accountability Plan (LCAP) by addressing the academic, Social, and Emotional Learning (SEL), college, and career readiness needs of all students. As such, we will offer an appropriate grade level curriculum to all students. Where students need additional support, they will receive intervention both within and outside of the school day. Progress monitoring using multiple sources of data and information will guide student progress and provide feedback to the Multi-Tiered System of Supports (MTSS) team to determine the next course of action. Positive Behavior Intervention Supports (PBIS) will be implemented in order to promote positive relationships with students. Creating and fostering a positive school culture will be the guiding premise of the Sutter Middle School Staff. As a California 2024 PBIS Silver Implementation Award Winning school, our Sutter Staff will continue to exemplify supporting the whole child.

School Vision and Mission

SMS Vision Statement: Learning for All; Whatever it Takes.
SMS Mission Statement: Sutter Middle School is committed to providing an inclusive, student-centered approach focused on fostering a safe environment where all students can grow academically, socially, and emotionally.

School & Community Profile

Sutter Middle School's Vision Statement is "Learning for all - Whatever it takes". We use this statement to guide our everyday actions along with our everyday decisions.

Sutter Middle School (SMS) is located thirty minutes East of Sacramento in the foothills of the Sierra Mountains in the town of Folsom (population 73,000, elevation 220 ft.) with an enrollment of approximately 1,700 students; SMS serves sixth, seventh, and eighth-grade students. Sutter Middle School takes great pride in challenging students and meeting their academic and developmental needs. As a school, SMS has excelled in several areas, from academics to music to athletics. Our students' success is attributed greatly to the collaborative efforts of students, staff, and parents. Those collaborative efforts contributed to Sutter Middle School being recognized as a California PBIS Silver Implementation Award winner as well as a California Distinguished School by the California Department of Education in 2024.

The development of organizational skills is a key component at the middle school level. All students have an Advisory class. This class gives students a home base where organization and the business of school may occur without interfering with students' academic classes. This time is also utilized to help students discover and talk about issues and challenges that they face in their lives. The development of their character is one of the focuses of Advisory. SMS has focused on Cougar Character Pillars with support from the Parent Teacher Association (PTA). Our team of teachers, counselors, and administrators work closely to develop weekly messages for all students that support the Pillars of Cougar Character and provide information about how to handle the challenges that come with being a middle school student. In addition, each year we host our Where Everybody Belongs (WEB) orientation for incoming sixth graders hosted by a selected and trained group of eighth grade students. WEB 8th graders are also put into advisory classes that meet to plan activities for sixth graders. The intent is to provide a more welcoming transition and to continue to support new students throughout the school year.

At SMS, a child's academic success, as well as their development as a productive citizen, is of utmost importance. Classes at all levels are in place to challenge students according to their needs. Support classes have been built into the academic day to further assist students in need in mastering grade level standards. SMS also implements an inclusion model. Research based best practices document that students will receive a better education from a highly qualified general education teacher who is supported by the expertise of a special education instructor. There are general

education curriculum support classes as well as curriculum support for students with an Individualized Education Plan (IEP). Team teaching models of inclusion in the areas of Math and English Language Arts (ELA) are in place. Also, our Instructional Coach supports with data collection, analysis, performance support, and curriculum support, which helps our staff better serve our special education, English Learners (EL), and Low Income (LI) students. In addition, we offer an Intensive English class for EL students who need a double block of English to learn the fundamentals of the language, beginning with our intervention curriculum called iLit, and moving towards grade level curriculum.

We are very proud of our strong music program. Over 300 students participate in choir, orchestra, or band here at Sutter Middle School. All programs received high marks at the Golden Empire Music Festival. The Sutter Middle School Jazz Band has risen to the ranks of top honors. We continue to see excellence in this program as well as all our music programs at SMS. Students at SMS have a variety of academic opportunities.

Honors classes are offered in Language Arts, and advanced Math classes are in place to further challenge students. The exploratory "elective" program provides students with opportunities to experience Computer Applications, Technology, Drama, Art, and Garden & Forest.

Yearbook and Leadership classes are offered to students as well. The Yearbook group creates the student yearbook, with a focus on design, articles, and photography. Leadership students focus on positive school culture, lunch activities, and dances. In addition, there are over 200 students involved in Science, Technology, Engineering, and Math (STEM) classes here at SMS.
SMS has high expectations for our students, and we regularly recognize students with outstanding grades and/or great character. We also use restorative practices to help students learn from their mistakes while providing them with the tools to become active participants in correcting their lapses. In addition, we have implemented restorative practices that keep students in class while providing the necessary skill building through Mental Health Services (MHS) and the use of the School Resource Officer (SRO).

SMS provides a number of activities, sports, and clubs for students. Our participation in athletics is very high; we offer boys and girls volleyball, soccer, and basketball, as well as cross-country, wrestling, and track for students in all three grades. Students may also serve on the Student Council, Student Advisory Board, School Site Council, Helping Hands Club, Club Live, or Yearbook. In addition, after school programs include a math competition club, Chess Club, robotics club, and Homework Club. Our Principal Advisory Board (PAB) meets once a month to discuss issues that are important to students and give them a greater voice in policy and procedures.

Sutter Middle School welcomes community support. We have a strong Parent Teacher Association (PTA), and we have a wonderful relationship with Folsom's Hope, a non-profit community-based organization. We work with the City of Folsom to share facilities. Parents also provide input and feedback as English Learner Advisory Committee (ELAC) and School Site Council committee participants.

It is our mission at Sutter Middle School to provide an inclusive, student-centered approach focused on fostering a safe environment where all students can grow academically, socially, and emotionally. We have created a program that is both challenging and equitable. We value the support and participation of parents and the community, and as we grow, we know that our programs, both academic and developmental, will continue to strengthen.

Educational Partner Involvement

How, when, and with whom did Sutter Middle 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

Sutter Middle School utilized a variety of outreach efforts for input and feedback on the development of the SPSA.

Site Council meetings:
September 9, 2025
October 7, 2025
October 28, 2025
January 20, 2026
February 24, 2026
May 12, 2026

ELAC meetings

September 9, 2025
October 7, 2025
October 28, 2025
January 20, 2026
February 24, 2026
May 12, 2026

Faculty meetings:
One meeting per month on Thursday from 2:20-3:30 PM (First Friday of the month)

Department meetings:
Three meetings per month on Thursdays from 2:20-3:30 (The second, third, and fourth Friday of the month)

Grade level team meetings:
One grade level meeting per semester on Thursday from 2:20-3:30 PM

Site based Guiding Coalition meetings:
First Thursday of every month from 3:40 pm to 4:40 pm
In addition, Leadership PLC meets for 1/2 day the week prior to school starting and the week following school ending (or during one of the minimum days during the last week of school)

MTSS team meetings:
Mornings: First and third Wednesday of each month.

Where Everyone Belongs (WEB) team meetings:
Twice per trimester for planning
Daily with students, M-F

PTA Meetings:
Third Wednesday of every month, 4:15 PM-5:30 PM.

Student Advisory Board (SAB) meetings:
Once per month.

SCOE/CARE meetings:
Twice per trimester for updates, budgets, planning, and attendance.

Principal's Advisory Board (PAB) - student representative group comprised of representatives from each grade level. Beginning the 2nd week in September, the student representative group meets monthly.

Resource Inequities

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

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

We have much to celebrate as a school in terms of academic success; however, we are aware that we have an achievement gap in regard to our African American Students, English Learners, Homeless population, and students with disabilities.

We access funding such as EL/LI to add PD, staff (like clerical - parent coordinators), and campus monitors through these additional inequities funding sources.

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.

We will continue to focus on lowering our chronic absenteeism (Orange).
English Learner Progress: No student group is in Red or Orange.
Chronic Absenteeism: Chronic Absenteeism is in Orange. Socio-Economically Disadvantaged Students, Students with Disabilities, Hispanics, and English Learners are in Red. African American and Filipino Students are in Yellow.
Suspension Rate: English Learners and Students with Disabilities are in Orange.
English Language Arts: No student group is in Red. English Learners Socio-Economically Disadvantaged Students, and Students with Disabilities are in Orange.
Mathematics: Students with Disabilities are in Red.

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.

We will continue to focus on best PLC planning, instructional practices, teacher coaching, and intervention support to address the needs of struggling students.
Chronic Absenteeism: Socio-Economically Disadvantaged Students, Students with Disabilities, Hispanics, and English Learners are in Red. African American and Filipino Students are in Yellow.
Suspension Rate: English Learners and Socio-Economically Disadvantaged Students are in Orange.
English Language Arts: English Learners, Students with Disabilities, and Socio-Economically Disadvantaged Students are in Orange.
Mathematics: Students with Disabilities are in Red. Hispanic Students and Socio-Economically Disadvantaged Students are in Yellow.

Other Needs

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

Sutter Middle School will continue to work on our multi-tiered system of supports to ensure we are lowering suspension numbers while improving academic growth.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sutter Middle 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.18%	0.18%	0.12%	3	3	2
African American	1.90%	2.21%	1.77%	31	36	30
Asian	29.05%	29.24%	29.55%	473	476	500
Filipino	2.40%	2.03%	1.65%	39	33	28
Hispanic/Latino	15.60%	16.22%	16.61%	254	264	281
Pacific Islander	0.37%	0.31%	0.41%	6	5	7
White	39.68%	39.31%	38.06%	646	640	644
Multiple/No Response	10.69%	10.50%	11.82%	174	171	200
			Total Enrollment	1628	1628	1692

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	551	525	575
Grade 7	535	556	547
Grade 8	542	547	570
Total Enrollment	1,628	1,628	1,692

Conclusions based on this data:

1. Our site enrollment has increased in each of the past three years.
2. The number of Hispanic Students has gradually increased over the last three years.
3. Our focus will remain providing an environment that is welcoming to all students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	80	100	97	4.8%	4.9%	5.7%
Fluent English Proficient (FEP)	370	350	373	21.5%	22.7%	22.0%

Conclusions based on this data:

1. The percentage of EL students enrolled at Sutter has increased each year since 2023-2024.
2. The number of Fluent English Proficient students has increased from 21.5% in 2023-2024 to 22% in 2025-2026.
3. The number of English Learners increased from 80 in 2023-2024 to 97 in 2025-2026

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	518	549	523	514	540	518	514	540	518	99.2	98.4	99
Grade 7	546	520	553	540	512	542	540	512	542	98.9	98.5	98
Grade 8	475	549	541	471	539	532	471	539	532	99.2	98.2	98.3
All Grades	1539	1618	1617	1525	1591	1592	1525	1591	1592	99.1	98.3	98.5

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2559.	2571.	2566.	30.93	38.15	31.27	31.32	29.07	34.56	21.60	17.41	20.46	16.15	15.37	13.71
Grade 7	2600.	2603.	2600.	32.78	36.52	36.90	38.89	36.91	34.87	16.85	15.23	16.42	11.48	11.33	11.81
Grade 8	2608.	2617.	2622.	34.61	31.73	36.47	31.63	41.56	38.72	17.41	15.96	13.53	16.35	10.76	11.28
All Grades	N/A	N/A	N/A	32.72	35.45	34.92	34.10	35.83	36.06	18.62	16.22	16.77	14.56	12.51	12.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	32.30	37.59	32.24	50.58	47.78	52.90	17.12	14.63	14.86
Grade 7	30.19	32.23	35.61	60.56	57.81	54.24	9.26	9.96	10.15
Grade 8	34.82	31.91	36.28	48.83	55.29	52.26	16.35	12.80	11.47
All Grades	32.33	33.94	34.74	53.57	53.55	53.14	14.10	12.51	12.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	27.82	29.44	27.99	50.00	50.56	56.76	22.18	20.00	15.25
Grade 7	41.67	42.97	38.93	46.11	45.31	50.00	12.22	11.72	11.07
Grade 8	32.91	35.06	37.85	47.77	55.10	50.47	19.32	9.83	11.68
All Grades	34.30	35.70	35.01	47.93	50.41	52.36	17.77	13.89	12.63

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	21.40	21.85	19.88	73.35	71.48	73.75	5.25	6.67	6.37
Grade 7	20.19	18.55	17.53	72.04	73.44	72.88	7.78	8.01	9.59
Grade 8	23.14	24.49	24.44	68.58	68.83	68.80	8.28	6.68	6.77
All Grades	21.51	21.68	20.60	71.41	71.21	71.80	7.08	7.10	7.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	26.46	30.93	27.22	61.87	59.07	61.00	11.67	10.00	11.78
Grade 7	34.81	32.03	31.73	56.85	58.79	56.09	8.33	9.18	12.18
Grade 8	38.43	31.91	33.83	50.11	62.52	59.40	11.46	5.57	6.77
All Grades	33.11	31.62	30.97	56.46	60.15	58.79	10.43	8.23	10.24

Conclusions based on this data:

1. Between their 6th grade (2022-2023) and 8th grade (2024-2025) school year, Sutter students increased their ELA mean scale score from 2559.3in 6th grade to 2622.5 in 8th grade. Students increased their mean scale score from 2600.1 in 7th grade (2022-2023) to 2617.1 in 8th grade (2023-2024).
2. Students writing above standard increase from 27.82 in 6th grade (2022-2023) to 37.85 in 8th grade (2024-2025).
3. We will continue to work on strong PLC's focusing on 2ommon assessments, review of student work and vertical articulation between teachers.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	518	549	523	514	546	519	514	546	519	99.2	99.5	99.2
Grade 7	546	520	553	541	518	546	541	518	546	99.1	99.6	98.7
Grade 8	475	549	541	472	543	536	472	543	536	99.4	98.9	99.1
All Grades	1539	1618	1617	1527	1607	1601	1527	1607	1601	99.2	99.3	99

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2551.	2558.	2556.	28.40	30.95	34.49	21.21	24.36	17.92	28.02	26.92	23.51	22.37	17.77	24.08
Grade 7	2583.	2589.	2594.	32.16	30.50	38.64	27.91	29.92	22.89	24.03	23.94	21.06	15.90	15.64	17.40
Grade 8	2591.	2610.	2607.	31.14	36.83	36.01	21.82	20.99	22.76	20.34	25.60	20.71	26.69	16.57	20.52
Grade 11															
All Grades	N/A	N/A	N/A	30.58	32.79	36.41	23.77	25.02	21.24	24.23	25.51	21.74	21.41	16.68	20.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	28.79	28.94	31.79	46.11	49.63	43.35	25.10	21.43	24.86
Grade 7	35.86	35.14	36.45	47.87	49.42	47.07	16.27	15.44	16.48
Grade 8	29.87	34.25	37.87	46.40	50.83	43.84	23.73	14.92	18.28
Grade 11									
All Grades	31.63	32.73	35.42	46.82	49.97	44.78	21.55	17.30	19.80

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	22.57	24.54	24.66	57.00	56.41	50.10	20.43	19.05	25.24
Grade 7	26.80	26.45	33.33	57.86	57.72	50.18	15.34	15.83	16.48
Grade 8	29.66	30.20	29.10	50.21	55.25	52.43	20.13	14.55	18.47
All Grades	26.26	27.07	29.11	55.21	56.44	50.91	18.53	16.49	19.99

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	24.12	28.75	29.67	63.42	56.96	52.99	12.45	14.29	17.34
Grade 7	29.02	26.83	29.49	57.67	60.42	57.69	13.31	12.74	12.82
Grade 8	26.48	27.26	26.49	58.05	61.33	60.26	15.47	11.42	13.25
All Grades	26.59	27.63	28.54	59.72	59.55	57.03	13.69	12.82	14.43

Conclusions based on this data:

1. Between 6th grade and 8th grade, Sutter Middle School Students increased their Mean Scale Score from 2551.7 in (2022-2023) to 2607.0 in (2024-2025).
2. The increased percentage of students who did not meet standards in all grades between 2023-2024 and 2024-2025, indicates a need for intervention targeted at students with the most needs.
3. We will focus on providing in-school math interventions and focus on strong PLCs for our teachers along with review of common assessments and review of student work.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1511.3	1520.5	1522.4	1507.5	1522.7	1517.2	1514.7	1517.9	1527.2	23	36	32
7	1527.2	1527.0	1528.7	1518.0	1520.4	1525.1	1535.8	1532.8	1531.8	22	26	36
8	1524.5	1550.0	1543.8	1517.6	1552.3	1545.3	1531.0	1547.1	1541.8	19	19	32
All Grades										64	81	100

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	8.70	19.44	15.63	47.83	27.78	34.38	17.39	33.33	37.50	26.09	19.44	12.50	23	36	32
7	27.27	15.38	25.00	31.82	42.31	27.78	13.64	26.92	22.22	27.27	15.38	25.00	22	26	36
8	21.05	36.84	34.38	26.32	26.32	21.88	21.05	15.79	25.00	31.58	21.05	18.75	19	19	32
All Grades	18.75	22.22	25.00	35.94	32.10	28.00	17.19	27.16	28.00	28.13	18.52	19.00	64	81	100

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	30.43	27.78	31.25	39.13	41.67	43.75	13.04	13.89	18.75	17.39	16.67	6.25	23	36	32
7	22.73	30.77	44.44	36.36	34.62	16.67	18.18	15.38	13.89	22.73	19.23	25.00	22	26	36
8	26.32	47.37	37.50	36.84	21.05	31.25	10.53	15.79	15.63	26.32	15.79	15.63	19	19	32
All Grades	26.56	33.33	38.00	37.50	34.57	30.00	14.06	14.81	16.00	21.88	17.28	16.00	64	81	100

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	4.35	5.56	6.25	21.74	11.11	25.00	39.13	47.22	37.50	34.78	36.11	31.25	23	36	32
7	13.64	7.69	8.33	22.73	23.08	25.00	31.82	42.31	30.56	31.82	26.92	36.11	22	26	36
8	10.53	10.53	18.75	26.32	26.32	15.63	15.79	36.84	31.25	47.37	26.32	34.38	19	19	32
All Grades	9.38	7.41	11.00	23.44	18.52	22.00	29.69	43.21	33.00	37.50	30.86	34.00	64	81	100

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	17.39	30.56	15.63	52.17	50.00	62.50	30.43	19.44	21.88	23	36	32
7	9.09	23.08	13.89	68.18	50.00	61.11	22.73	26.92	25.00	22	26	36
8	10.53	21.05	21.88	57.89	52.63	59.38	31.58	26.32	18.75	19	19	32
All Grades	12.50	25.93	17.00	59.38	50.62	61.00	28.13	23.46	22.00	64	81	100

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	52.17	41.67	62.50	30.43	33.33	28.13	17.39	25.00	9.38	23	36	32
7	50.00	46.15	58.33	31.82	38.46	22.22	18.18	15.38	19.44	22	26	36
8	47.37	57.89	65.63	26.32	26.32	18.75	26.32	15.79	15.63	19	19	32
All Grades	50.00	46.91	62.00	29.69	33.33	23.00	20.31	19.75	15.00	64	81	100

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	0.00	8.33	18.75	43.48	33.33	21.88	56.52	58.33	59.38	23	36	32
7	13.64	11.54	16.67	45.45	46.15	38.89	40.91	42.31	44.44	22	26	36
8	21.05	15.79	25.00	31.58	47.37	15.63	47.37	36.84	59.38	19	19	32
All Grades	10.94	11.11	20.00	40.63	40.74	26.00	48.44	48.15	54.00	64	81	100

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	13.04	8.33	12.50	60.87	69.44	78.13	26.09	22.22	9.38	23	36	32
7	22.73	0.00	5.56	50.00	88.46	80.56	27.27	11.54	13.89	22	26	36
8	0.00	10.53	0.00	78.95	78.95	81.25	21.05	10.53	18.75	19	19	32
All Grades	12.50	6.17	6.00	62.50	77.78	80.00	25.00	16.05	14.00	64	81	100

Conclusions based on this data:

1. The total number of EL students assessed increased from 64 students in 2022-2023 to 100 students in 2024-2025.
2. In 2024-2025 53% of Sutter Middle School EL students had an overall ELPAC Language assessment score of 3 or 4.
3. Our focus will continue to be to provide support for 45.68% of EL students who scored a 1 or 2, and work to reclassify all ELs prior to the end of 8th grade.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1628	**21.4%**	**6.1%**	**0.2%**
Total Number of Students enrolled in Sutter Middle 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	100	6.1%
Foster Youth	3	0.2%
Homeless	21	1.3%
Socioeconomically Disadvantaged	348	21.4%
Students with Disabilities	180	11.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	36	2.2%
American Indian	3	0.2%
Asian	476	29.2%
Filipino	33	2%
Hispanic	264	16.2%
Two or More Races	171	10.5%
Pacific Islander	5	0.3%
White	640	39.3%

Conclusions based on this data:

1. 21.4% of our students are socioeconomically disadvantaged.

2. The combined number of students that are EL, foster youth, homeless, socioeconomically disadvantaged and/or special education make up roughly 26.3% of our student population.

3. We will continue to focus on creating a school environment in which students feel welcomed and supported. We will continue to offer PLC and SEL trainings to staff to ensure we are all capable of supporting students in need.

School and Student Performance Data

Overall Performance

The 2025 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Sutter Middle School maintained in the area of the suspension rate, as indicated by the 2025 California School Dashboard by suspending 2.4% of students at least one day.
2. Our English Learners, Long-Term English Learners and Socioeconomically Disadvantaged Students were disproportionately suspended during the 2024-2025 school year.

3. We will continue to provide Restorative Practice training for staff and develop alternatives to suspension.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	3	1

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Orange	No Performance Color
48.1 points above standard	7.8 points below standard	57 points below standard
Maintained -1.5 points	Declined 7.2 points	Increased 20.6 points
1566 Students	201 Students	34 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	57.1 points below standard	10.6 points below standard
2 Students	Maintained -1.1 points	Declined 6 points
	17 Students	335 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
65 points below standard	25.1 points below standard	Fewer than 11 students - No Data for Privacy
Maintained 1.9 points	Declined 20.7 points	3 Students
174 Students	30 Students	

Asian	Filipino	Hispanic
Green	Blue	Yellow
93.9 points above standard	59.7 points above standard	2.5 points below standard
Declined 3.9 points	Maintained 2.4 points	Declined 5.7 points
467 Students	33 Students	253 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
44.6 points above standard	Fewer than 11 students - No Data for Privacy	38.1 points above standard
Maintained 0.5 points	5 Students	Maintained 2.6 points
166 Students		609 Students

Conclusions based on this data:

1. Curren English Learners' ELA numbers declined 7.2 points. Students with Disabilities maintained at 65 points below standard according to the 2025 California Dashboard English Language Arts Equity report.
2. We will continue to focus on increased academic support and building capacity to improve teaching strategies for students with disabilities and for English Learners.
3. An increased focus on monitoring progress for the identified English Learners will be a priority. EL and Special Education students will receive increased opportunities through co-taught classes and/or classes with instructional support to meet their individual growth needs.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	1	2

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
20.1 points above standard	25.6 points below standard	110.6 points below standard
Maintained 0 points	Increased 9.2 points	Increased 24.6 points
1571 Students	206 Students	34 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	132.9 points below standard	56.2 points below standard
2 Students	Declined 45 points	Declined 8.8 points
	18 Students	340 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
105.8 points below standard	91.6 points below standard	Fewer than 11 students - No Data for Privacy
Declined 6.1 points	Declined 80.9 points	3 Students
174 Students	30 Students	

Asian	Filipino	Hispanic
Blue	Blue	Orange
99.8 points above standard	40.5 points above standard	49.1 points below standard
Increased 17.4 points	Increased 9.2 points	Declined 11.6 points
468 Students	33 Students	254 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Yellow
0.9 points above standard	Fewer than 11 students - No Data for Privacy	2.7 points below standard
Maintained -0.6 points	5 Students	Declined 4.8 points
167 Students		611 Students

Conclusions based on this data:

1. Students with Disabilities declined 6.1 points and remained in Red in Math at 105. 8 points below standard according to the 2025 California Dashboard Fall Mathematic Equity report.
2. Target subgroups will be SPED students, Students with Disabilities, Hispanic students and African American students.
3. Use of funding for Students Together Achieving Results (STARS) after school program for academic support will target both SPED and Hispanic populations. Push-in support for Math teachers. Co-taught classes will add additional support to Special Education needs.

School and Student Performance Data

Academic Performance
Science

The 2025 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	3	1

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Yellow	No Performance Color
68.1 science points	52.8 science points	41.4 science points
Maintained -1.7 points	Maintained 1.8 points	14 Students
518 Students	53 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	54.9 science points
1 Student	5 Students	Maintained -1.2 points
		106 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
47.3 science points	44.8 science points	Fewer than 11 students - No Data for Privacy
Increased 2.1 points	12 Students	1 Student
54 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
78.7 science points	73.5 science points	54.3 science points
Maintained 1.4 points	Increased 4.9 points	Declined 5.7 points
150 Students	13 Students	69 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
66.4 science points	Fewer than 11 students - No Data for Privacy	65.7 science points
Declined 2.1 points	1 Student	Declined 3.1 points
51 Students		224 Students

Conclusions based on this data:

1. Students with Disabilities increased 2.1 points in Science Performance as measured by the 2025 California Dashboard.
2. Hispanic students declined 5.7 points as measured by the 2025 California Dashboard.
3. We will continue to provide planning time for science teachers so they can create lessons that will engage Hispanic students and Students with Disabilities in order to help them grasp Next Generation Science Standards.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Blue	No Performance Color
65.9 making progress.	66.7 making progress.
Number Students: 85 Students	Number Students: 24 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.

2025 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**
9.4%	24.7%	5.9%	60%

Conclusions based on this data:

1. 65.9% of EL students progressed at least one ELPI Level or maintained an ELPI Level 4 according to 2025 Fall Dashboard Student English Language Acquisition Results.
2. SMS will continue to offer services that are working for advanced and early advanced students through Tier 1 interventions in classrooms.
3. SMS will target students at the emerging levels to provide them with grade level appropriate instruction and build their capacity in ELA and ELD classes offered and taught by a highly qualified teacher.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. SMS will provide opportunities for students to learn about many college and career opportunities throughout the school year.
2. SMS will focus on providing career and college information to African American students, low Socioeconomic students and English Learners.
3. SMS will continue to serve students with college/career pathway classes.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	Red
8.4% Chronically Absent	20.2% Chronically Absent	22.2% Chronically Absent
Increased 0.8	Increased 6.6	Increased 16
1680 Students	124 Students	36 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	39.1% Chronically Absent	21.7% Chronically Absent
3 Students	Declined 0.9	Maintained 0.1
	23 Students	392 Students

Students with Disabilities	African American	American Indian
Red	Orange	No Performance Color
20.4% Chronically Absent	23.1% Chronically Absent	Fewer than 11 students - No Data for Privacy
Maintained 0.3	Declined 4.2	3 Students
196 Students	39 Students	

Asian	Filipino	Hispanic
Green	Orange	Yellow
3.1% Chronically Absent	6.1% Chronically Absent	12.3% Chronically Absent
Maintained 0	Increased 6.1	Declined 0.6
486 Students	33 Students	276 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
6.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	10.5% Chronically Absent
Increased 1.7	5 Students	Increased 1.3
181 Students		657 Students

Conclusions based on this data:

1. 20.2% Sutter Middle school English Learners are chronically absent according to 2025 California Dashboard data.
2. Sutter will focus on improving absenteeism for Students with Disabilities, African American students, Socio-Economically Disadvantaged Students and English Learners.
3. SMS will implement practices such as attendance challenges and home visits to improve student attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	3	3	1

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	Orange
2.4% suspended at least one day	3.2% suspended at least one day	5.6% suspended at least one day
Maintained -0.1%	Increased 2.2%	Increased 2.4%
1701 Students	125 Students	36 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	8.7% suspended at least one day	5% suspended at least one day
4 Students	Declined 1.3%	Increased 0.6%
	23 Students	404 Students

Students with Disabilities	African American	American Indian
Green	Green	No Performance Color
5.9% suspended at least one day	7% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 7.1%	Declined 2.1%	3 Students
203 Students	43 Students	

Asian	Filipino	Hispanic
Yellow	Blue	Yellow
1.2% suspended at least one day	0% suspended at least one day	3.5% suspended at least one day
Increased 0.6%	Declined 2.5%	Maintained 0.1%
489 Students	33 Students	282 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Yellow
1.1% suspended at least one day	Fewer than 11 students - No Data for Privacy	3% suspended at least one day
Declined 2.2%	5 Students	Maintained 0%
184 Students		662 Students

Conclusions based on this data:

1. 5.9% of students with disabilities were suspended at least one day according to the 2025 California Dashboard Suspension Rate Equity Report.
2. The subgroups with disproportionately high rates are Students with Disabilities, African American students, English Learners, and Socio-Economically Disadvantaged students.
3. We will focus on decreasing suspension levels for Socio-Economically Disadvantaged students, African American students, Students with Disabilities and English Learners, by implementing restorative practices and working with our Restorative Specialist and working with our Multi-Tiered Systems and Supports (MTSS) team.

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.

Monitor progress of all students with a focus on EL, Sped, and Low-Income students to make progress towards grade level standards in addition to lowering suspension rate on those subgroups, our Hispanic students.
Ensure English Learners make yearly progress.
Ensure Special Education Students make yearly progress.
Train staff in Guided Language Acquisition Design (GLAD) strategies.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)
1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations
1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.
1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.
1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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.

Targeted support for student groups, including students who continue to perform lower than their grade level peers in ELA and Math.

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
California Dashboard	60% of English Learners progressed at least one ELPI levels as measured by the California Dashboard.	in 2026-2027 65% of English Learners will progress at least one ELPI level as measured by the California Dashboard.
Dashboard suspension rates, attendance data	Students with Disabilities have a suspension rate of 5.9% as measured by 2025 California Dashboard data.	We will decrease our suspension rate to 4% or below, as measured by the 2026 California Dashboard.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Hire teacher to provide instructional support for English Learners	English Learners	28966 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention Teacher Salary

			11634 LCFF - Supplemental 3000-3999: Employee Benefits Intervention Teacher Benefits
1.2	Provide additional Hours for Bilingual Instructional Aide (BIA) to support English Learners	English Language (EL) and Low Income (LI) students	7579 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Aide Salary 4595 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Aide Benefits
1.3	Provide PLC release time for teachers to review strategies, student work, and overall progress.	EL, Special Education, LI	234 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sub/Release time for teachers 50 LCFF - Supplemental 3000-3999: Employee Benefits Release time for teachers
1.4	Place students in literacy support classes; monitor progress to move students into grade level classes if successful. Provide aides to support ELD classes. Counselors will monitor students' academic progress.	All students that meet criteria with a focus on EL, LI and Special Education	12224 Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach 4323 Learning Recovery 3000-3999: Employee Benefits Instructional Coach Benefits 12224 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 4323 LCFF - Supplemental 3000-3999: Employee Benefits Benefits.
1.5	Use of MFT and counselors on campus to work with students with noted mental health concerns	Special Education, LI, Homeless, At-Risk	0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor 0 LCFF - Supplemental 3000-3999: Employee Benefits Counselor Benefits
1.6	Provide more opportunities for success in STEM Academy for LI, Special Education, and English Learners.	LI, Special Education, EL, and AA students	Donations None Specified

			Money for STEM to provide lab materials, costs and funding for support of all students with a focus on EL, Special Education, and LI; may include training.
1.7	ELD monitoring training.	EL, Special Education	District Funded Provide ELD Monitoring training for all teachers
1.8	Additional Clerk hours to provide support services to students and families	All Students (Unduplicated)	5983 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Clerk to provide support services to students and families 2280 LCFF - Supplemental 3000-3999: Employee Benefits Additional Clerk hours to provide support services to students and families

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.

SPED suspension rate dropped from 13 % to 5.9 %. Our goal was 6.5 percent.

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

There were no major differences between the intended implementation, or budget expenditures to implement the strategies/activities to meet the articulated goal. We will continue to budget expenditures to address the needs of our students.

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

We will not change strategies to this goal, as suspension numbers have declined.

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.

Increase parent and student engagement and provide a safe, healthy, and positive learning environment.
Increase student attendance through i-LOSS; lower suspension rates. Increase attendance through the strengthening of relationships between staff and students; focus on restorative practices and equity training with staff.
Focus on reducing incidents of bullying on campus and through social media.
Continued training for WEB staff leaders to further implement the transition program.
Increase family, parent, and student engagement; continue a voice for students called the Principal's Advisory Board for student input.
Utilize community partnerships that support student learning.
Create more opportunities for the community to engage in and understand the LCAP process.
Start a multicultural experience that involves students, parents, and the community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5, and 6)
2.01 - Increase student attendance rates and reduce chronic absenteeism.
2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.
2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.
2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

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.

Continue to provide access of grade level materials to struggling students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Surveys: California Healthy Kids Survey (CHKS), staff/student surveys, community/parent surveys.	Increased student voice	Involve students in decision-making process; use data to drive decisions.
Cougar Cafe/Invite parents onsite to meet 4 times per year.	Community participation	250+ participation.
in Lieu of Suspension Service (i-LOSS) data; dashboard data, and Multi-Tiered System of Supports (MTSS)	Decrease in suspensions	Reduction in suspensions of Socio-economically Disadvantaged Students from 5% to 2.5%
Weekly communication via website	Create improved school-wide communication	Created, added to, and used effectively. Very effective tool for improving site communication.
Principal Advisory Board input	Positive reflection from students on school culture.	Students meet monthly; students want to continue with the Principal Advisory Board.

Progress monitoring	Identify high risk/ high need students. Offer appropriate intervention.	Decrease the number of failing students, improve attendance, decrease number of suspensions.

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	Increase student attendance by reducing suspensions through i-LOSS (in Lieu of Suspension Service) and Restorative Practices.	Special Education, LI, and Hispanic students; and all students.	0 LCFF - Supplemental 4000-4999: Books And Supplies Instructional materials to reduce suspensions and support restorative practices.
2.2	Focus on reducing incidents of bullying on campus and through social media. Add classified personnel hours to support restorative practices.	All students	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Campus monitors hours to support supervision LCFF - Supplemental 3000-3999: Employee Benefits Additional Campus Monitor hours to support supervision. 5983 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Clerks to support restorative practices 2279 LCFF - Supplemental 3000-3999: Employee Benefits Additional Clerks to support restorative practices
2.3	More training for WEB staff leaders to further implement the transition program.	All 6th graders in transition to middle school and 8th grade WEB leaders.	Donations 5000-5999: Services And Other Operating Expenditures Conference for advisors for WEB to receive next level of training for implementation
2.4	Increase family, parent, and student engagement.	All students	0 General Fund 1000-1999: Certificated Personnel Salaries District Funded 0 General Fund 3000-3999: Employee Benefits District Funded 9871 LCFF - Supplemental

			2000-2999: Classified Personnel Salaries Parent coordinator to support and communicate with families. 6504 LCFF - Supplemental 3000-3999: Employee Benefits Parent coordinator to support and communicate with families.
2.5	Vertical articulation meetings with High School teachers, counselors, and administrators. Identify communication methods for 8th grade transition to High School families for EL to better understand high school pathways and requirements through an orientation for EL families (LCAP 2.3, 4.3, 4.6),	EL students	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher sub, or release time LCFF - Supplemental 3000-3999: Employee Benefits Teacher sub, or release time 12224 Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach 4323 Learning Recovery 3000-3999: Employee Benefits Instructional Coach 12224 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 4323 LCFF - Supplemental 3000-3999: Employee Benefits Benefits 7578 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant 4594 LCFF - Supplemental 3000-3999: Employee Benefits Benefits LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant LCFF - Supplemental

			3000-3999: Employee Benefits Bilingual Instructional Assistant benefits.
2.6	CARE implementation and services to wrap around services for high-risk populations.	Low Income, at-risk youth, homeless	LCFF - Supplemental 4000-4999: Books And Supplies General operating costs for at-risk youth program funded from money given back to district from SCOE 6824 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant 2764 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant District Funded 0000: Unrestricted CARE: SCOE program
2.7	Utilize community partnerships that support student learning. in addition, build community by having a community event that brings in aspects of multiculturalism in our community.	EL, Special Education, Low Income; All students	Parent-Teacher Association (PTA) None Specified Money for Pancake breakfasts with Folsom Community Bible Church for Cougar Character awards None Specified 2000-2999: Classified Personnel Salaries English Language Development Class Aide support for all classes.
2.8	Create more opportunities for community to engage in and understand the LCAP process using both digital and in-person methods.	All students.	General Fund 1000-1999: Certificated Personnel Salaries Substitutes for a day to train in LCAP in the fall of 2024 - monies will be used for sub costs to train site council staff.
2.9	Teach the Second Step activities site wide; 6 activities throughout the year to build life skill and increase positive school climate.	All Students	
2.10	Staff training on tier one interventions.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

By adding personnel and implementing restorative practices across the campus, we were able to reduce suspensions school-wide. We still need to fucus on reducing suspensions of Socioeconomically Disadvantaged students as measured by the California Dashboard.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

We will continue to use the same strategies used to increase parent and student engagement and provide a safe, healthy, and positive learning environment.

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.

Professional Development is key to providing teachers with time, training, and research-based practices that will increase student engagement and provide positive school culture.
Provide time for teachers to meet for PLC work that includes student friendly learning targets, formative assessments, common assessments, and appropriate intervention based on assessments.
Provide training in the areas for PLC work.
Provide training in relation to Social and Emotional Learning (LAL, Suicide Prevention, Anti-Bullying, Internet Safety, etc.)
Provide training to expand the WEB program.
Provide training to student leaders/Activities Director in community building.
Provide opportunities for teachers to train in their curricular areas and/or bring curricular trainers to campus to work with staff as needed; for example, bring the iLit trainers to campus for an on-the-job training day.
Provide support and opportunities for STEM Academy at SMS.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)
3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.02 - Provide professional development opportunities in quality first instruction.
3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.
3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

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.

Increase SEL during Advisory to support students while in school; work on improving school culture to build equity.

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
Staff surveys	5 surveys	Gauge staff participation/interest in change action.
Meeting/training/conference agendas and reports out to staff.	Math, RtI, Innovative Schools practices	Lead to math PLC improvements, RtI team creation, SEL practice implementation/improvements.
Implemented WEB activities.	Increase contact with 8th graders and 6th grade buddies	Better relationships and transitions for 6th grade students.
Increase in implementation of PLC practices	Offer training throughout the school year	All teachers trained in PLC through Solution Tree.

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	Provide time and/or training for PLC development.	All Students	12224 Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach 4323 Learning Recovery 3000-3999: Employee Benefits Instructional Coach Benefits 12224 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 4323 LCFF - Supplemental 3000-3999: Employee Benefits Benefits LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sub, or release time LCFF - Supplemental 3000-3999: Employee Benefits sub, or release time benefits
3.2	Provide support for and increased opportunities in STEM Academy. Provide Support for and increased opportunities in ELD classes.	EL, LI, Special Education.	28966 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Supplemental Teacher 11633 LCFF - Supplemental 3000-3999: Employee Benefits Supplemental Teacher Benefits 0 General Fund 2000-2999: Classified Personnel Salaries Counselor 0 In Kind None Specified Counselor Benefits 7578 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide BIA er Aide for each ELD class.

			4594 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Teacher Aide in ELD Class.
3.3	Increase learning opportunities for Student Leadership and AA students to participate in SEL and other climate building programs.	Student Leadership group; and all students.	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator LCFF - Supplemental 3000-3999: Employee Benefits Benefits 0 None Specified 4000-4999: Books And Supplies Instructional materials and supplies 5982 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Clerk to provide SEL Needs 2279 LCFF - Supplemental 3000-3999: Employee Benefits Clerk to provide SEL Needs 6823 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health assistant 2764 LCFF - Supplemental 3000-3999: Employee Benefits 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.

Teachers received release time (substitute teachers) to refine PLC practices. ELA scores maintained at 48.1 points above standards and Math scores maintained at 20.1 points above standards as measured by 2025 California Dashboard data.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

There will be no changes made to this goal as we will continue to provide teachers with time, training, and research-based practices that will increase student engagement and provide positive school culture.

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.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.
SMS will implement iLit classes and/or the Sonday program in a double block for all EL students (offer all; necessitate for those more than three grade levels below).
SMS will provide EL Aide support in each ELD class.
SMS will focus department wide on writing.
SMS will provide an Academic Coach to monitor culturally responsive instructional strategies.
SMS will also be sure that opportunities in STEM exist for all students, including English Learners, Special Education, and Low Income.
Funds for Maker's Lab.
Interventions to include Community Action for Responsive Education. (CARE), iLit, Renaissance (Freckle), Homework Club, and any other data-based interventions that may arise during the year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)
4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
4.02 - Maintain schools in good repair.
4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

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.

Increase literacy sitewide with a focus on EL students and students not yet meeting grade level.

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
California Assessment of Student Performance and Progress (CAASPP), ELA Renaissance iLit	Students maintained 48.1 points above standard in English Language Arts (ELA) as measured by 2025 California Dashboard.	Students will improve in ELA to 55 points above standard, as measured by California Dashboard.
STEM data	Low enrollment of female students in STEM classes	3% increase of female students in STEM classes.
EL student growth in ELA	65.9 % of English Learner are making progress as measured by the 2025 California Dashboard.	English Learners will increase to 70% of students making progress as measured by the 2026 California Dashboard.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Implement iLit at each grade level for English Learners. Provide Aide Support for each ELD class.	Students who are more than two grade levels below, English Learner students, Low Income students, Students with Disabilities	None Specified 4000-4999: Books And Supplies Focus on PLCs in ELA Core materials 7578 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Teacher Aide support for all ELD classes. Bilingual aide. 4594 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for BIA LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Aide (BIA) support for all ELD classes. LCFF - Supplemental 3000-3999: Employee Benefits Benefits for BIA
4.2	PLC focus department on writing standards: ELA focus on increasing proficient writing and reading levels by 5% as measured by SBAC assessment. For those students that are more than three grade levels below, add a double block for focus on writing.	Focus on at risk students, LI, EL and Special Education .	0 District Funded 5000-5999: Services And Other Operating Expenditures Professional Development. High Reliability Schools 12223 Learning Recovery 1000-1999: Certificated Personnel Salaries Academic Coach to support and monitor Professional Development Strategies. Approximate cost. 4322 Learning Recovery 3000-3999: Employee Benefits Benefits for Instructional coach 12223 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 4322

			LCFF - Supplemental 3000-3999: Employee Benefits Benefits
4.3	PLC- Renaissance analysis: training the assessment committee followed by the ELA department on analysis of data using both Illuminate and Renaissance results for early identification of students	All students	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sub Release for PLC LCFF - Supplemental 3000-3999: Employee Benefits Sub Release for PLC
4.4	Extended Day Interventions	All students, Low Income students	0 General Fund 2000-2999: Classified Personnel Salaries Stipend for Homework Club open to all students with support from high school peer tutors 0 General Fund 1000-1999: Certificated Personnel Salaries Support for academics for Low Income students in after school STARS program
4.5	Interventions during school day; Will include the use of curriculum support classes as and in lieu of electives, CARE support, teacher aides for ELD classes, pull outs, and 1:1 tutoring and communicating with families. An Inclusion model will also support the special education students during first instruction. EL/EO Intensive ELA classes.	At risk 7th and 8th grade students, EL, African American, LI, and Special Education students	5982 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Clerk 2279 LCFF - Supplemental 3000-3999: Employee Benefits benefits
4.6	Provide a Double Block for Special Education Students, with consistent communication to families.	All students working more than 3 levels below grade level; Students with Disabilities.	0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Use master scheduling to provide a double block: low numbers and additional materials for a support class/writing block
4.7	Support funding of STEM program to provide opportunities for all students.	Special Education, LI, EL	0 LCFF - Supplemental 4000-4999: Books And Supplies Instructional materials and supplies 0 General Fund 0000: Unrestricted Cost to support LI access to all STEM activities and field trips including transportation.

4.8	STEM opportunities for Competition: cost of competition and travel	All STEM students	0 General Fund 0000: Unrestricted Travel to and from competitions for STEM
4.9	Maker's lab needs.	All STEM Students	0 General Fund 5700-5799: Transfers Of Direct Costs Maker's lab needs
4.10	Ensuring the support of students enrolling in correct courses to meet their needs by	Focus on enrollment of AA students, Low Income students and Students with Disabilities, as measured by the California School Dashboard.	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus Monitor Salary LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus Monitor 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.

We implemented strategies to support English Learners. Our English Learners increased 9% to 65.9 % as measured by the California Dashboard.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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 year we continue to offer Curriculum Support class within int master schedule to support students in need (Goal 4, strategy 4.5)

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	$331,142.00
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 ($)

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 ($)
District Funded	$0.00
General Fund	$0.00
In Kind	$0.00
LCFF - Supplemental	$264,956.00
Learning Recovery	$66,186.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $331,142.00

Total of federal, state, and/or local funds for this school: $331,142.00

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
General Fund	0	0.00
Parent-Teacher Association (PTA)	0	0.00
Donations		
In Kind	0	0.00
Learning Recovery	66186	0.00
LCFF - Supplemental	264956	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
General Fund	0.00
In Kind	0.00
LCFF - Supplemental	264,956.00
Learning Recovery	66,186.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	155,956.00
2000-2999: Classified Personnel Salaries	77,761.00
3000-3999: Employee Benefits	97,425.00
4000-4999: Books And Supplies	0.00
5000-5999: Services And Other Operating Expenditures	0.00
5700-5799: Transfers Of Direct Costs	0.00

None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
0000: Unrestricted	General Fund	0.00
1000-1999: Certificated Personnel Salaries	General Fund	0.00
2000-2999: Classified Personnel Salaries	General Fund	0.00
3000-3999: Employee Benefits	General Fund	0.00
5700-5799: Transfers Of Direct Costs	General Fund	0.00
None Specified	In Kind	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	107,061.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	77,761.00
3000-3999: Employee Benefits	LCFF - Supplemental	80,134.00
4000-4999: Books And Supplies	LCFF - Supplemental	0.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	48,895.00
3000-3999: Employee Benefits	Learning Recovery	17,291.00
4000-4999: Books And Supplies	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	94,415.00
Goal 2	79,491.00
Goal 3	103,713.00
Goal 4	53,523.00

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

2 Other School Staff

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Tarik McFall	Principal
Christine Sonnenkreuz	Other School Staff
Beth Ruskauff	Classroom Teacher
Sharon Sutherland	Classroom Teacher
Salwa Kasabian	Parent or Community Member
Brian Zan	Other School Staff
Silpa Patel	Parent or Community Member
Gaby Robles	Parent or Community Member
Dylan Dreier	Secondary Student
Jennifer Pearson	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.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
Tarik McFall	Principal
Christine Sonnenkreuz	Other School Staff
Salwa Kasabian	Parent or Community Member
Silpa Patel	Parent or Community Member
Debra Williams	Classroom Teacher

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
   a. The school's needs assessment.
   b. The school's annual language census.

c. Ways to make parents aware of the importance of regular school attendance.

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
	Principal, Tarik McFall on 5/12/2026
	SSC Chairperson, Christine Sonnenkreuz on 5/12/2026

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 12, 2026.

Attested:

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Name: Sutter Middle School

ELAC Minutes 2025-2026

Meeting Date: May 12, 2026	**Meeting Location**: via Teams
Starting Time: 4:50 pm	**Ending Time**: 5:10 pm

Participants: SSC Council Members. All staff; parents and members of the public have an open invitation to attend.

Item/Time Limit	Actions Requested	Person Responsible	Comments/Parent Advice
1. Call to Order (0 minute)	**None**	**Principal**	Meetings begins at 4:50 pm by Mrs. Sonnenkreuz
2. Roll Call (1 minute)	**None**	**Principal**	
3. Additions/Changes to Agenda (1min.)	**Approved**	**Principal**	NA
4. Reading and Approval of Minutes	**None**	**Principal**	
5. Vote for Chair	**Approved**	**Principal**	N/A
6. Public Comment (1 min.)	***Not Applicable**	**Principal**	None

7. Unfinished Business (0 min.)	**None**	**Chair/Principal**	N/A
8. New Business (10 min.)	**ELAC Report/**	**ELAC Representative**	Discuss goals Feedback for 2025-2026 SPSA Input for 2026-2027 SPSA Approve SPSA
9. New Business (0 min)			
=11. Adjournment (1 min.)			5:10 pm

Prepared By: Tarik McFall

Date: 5/12/26

Tarik McFall
Jenna Trejo
Jennifer Pearson
Silpa Patel
Christine Sonnenkreuz
Beth Ruskauff
Dylan Dreier
Debra Williams

School Name: Sutter Middle School

School Site Council (SSC) Minutes

Meeting Date: May 12, 2026	**Meeting Location**: via Teams
Starting Time: 4:18 pm	**Ending Time**: 4:50 pm

Participants: SSC Council Members. All staff; parents and members of the public have an open invitation to attend.

Item/Time Limit	Actions Requested	Person Responsible	Comments/Parent Advice
1. Call to Order (0 minute)	**None**	**Principal**	Meetings begins at 4:15 pm by Mr. McFall
2. Roll Call (1 minute)	**None**	**Principal**	
3. Additions/Changes to Agenda (1min.)	**Approved**	**Principal**	NA
4. Reading and Approval of Minutes	**None**	**Principal**	Mr. McFall reviewed the minutes from the last meeting. 2/24/26
5. Vote for Chair	**Approved**	**Principal**	N/A
6. Public Comment (1 min.)	***Not Applicable**	**Principal**	None

7. Unfinished Business (0 min.)	**None**	**Chair/Principal**	N/A
8. New Business (10 min.)	**SPSA**	**Chair/Principal**	Discuss goals Feedback for 2025-2026 SPSA Input for 2026-2027 SPSA Approve SPSA
9. New Business (0 min)	**ELAC Report -Information**	ELAC representative.	ELAC review by Christine Sonnenkreuz
=11. Adjournment (1 min.)			McFall

Prepared By: Tarik McFall

Date: 5/13/25

Tarik McFall
Jenna Trejo
Jennifer Pearson
Silpa Patel
Christine Sonnenkreuz
Beth Ruskauff
Dylan Dreier
Debra Williams

Learning for all,

whatever it takes

SMS Site Council/ELAC Meeting Agenda (Teams)

May 12, 2026

4:15 PM – 5:15 PM

4:15 PM – 4:25 PM	• **Welcome**
4:25 PM – 4:50PM	• **Discuss goals/Focus for 2026-2027** • **Feedback for 2025-2026** • **Input for 2026-2027**
4:50 PM-5:10 PM	• **ELAC/DELAC**
5:10- 5:15 PM	• **Closing**
5:15	• **Adjourn**

Notes/ Follow-up

<u>Site Council/ELAC Meeting Date:</u>

TBD