

# School Plan for Student Achievement (SPSA)

| School Name              | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------------|-----------------------------------|----------------------------------------|---------------------------|
| Sutter Elementary School | 43-69674-6049027                  | April 8, 2026                          | June 11, 2026             |

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

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

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

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

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

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

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# Plan Description

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

The single site plan describes Sutter Elementary School's school wide programs and additional targeted support and improvement.

## Educational Partner Involvement

How, when, and with whom did your Sutter Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

SPSA is reviewed and feedback is given by the Site Leadership Team, School Site Council, ELAC and Sutter Staff. It is approved by the School Site Council.

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

Meeting Dates:

Sept. 10, 2025  
Oct. 15, 2025  
Nov. 19, 2025  
Feb. 11, 2026  
March 11, 2026  
April 8, 2026

On Feb. 4, 2026, Staff reviewed the Site Leadership Team and School Site Council/ ELAC recommendations on what school priorities should be. They reviewed iReady student performance data. The principal took their feedback and completed the single site plan.

After using the feedback from the School Site Council/ ELAC, SLT, and staff, the principal and SLT crafted the single site plan. That document was presented to the School Site Council/ ELAC on Feb. 11, 2026.

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

School Site Council/ELAC (voted) approved and adopted the budget and goals on Feb. 11, 2026 at School Site Council (community was invited to review school site plan prior to approval).

The final document was adopted on April 8, 2026.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI only.

Sutter School is not an ATSI/TSI/CSI School. This section is not applicable at this time.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Sutter is red for chronic absenteeism. We have taken steps to address this issue from using our Wellness Coordinator to work with our families who have attendance issues to bringing these families to SARB if needed. However, we still have 32.3% Hispanic and 39.7% who are in the orange who are and 30..5% socio-disadvantaged and student with disabilities. Orange is suspension indicator.

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.

### Other Needs

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

Need additional resources or funding to hire a math intervention teacher or upper grade targeted reading instruction. Only a 8% percent growth with our EL students in iReady math. In previous years, when funding was available, we had math intervention teacher target math instruction for our most underserved students. It would be beneficial for our students to have future Math intervention again.

# 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 Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 23-24                 | 24-25  | 25-26  | 23-24              | 24-25 | 25-26 |
| American Indian                | 0.68%                 | 0.64%  | 0.66%  | 2                  | 2     | 2     |
| African American               | 0.68%                 | 2.23%  | 2.31%  | 2                  | 7     | 7     |
| Asian                          | 26.28%                | 31.21% | 31.02% | 77                 | 98    | 94    |
| Filipino                       | 3.07%                 | 3.82%  | 3.96%  | 9                  | 12    | 12    |
| Hispanic/Latino                | 21.50%                | 19.75% | 20.79% | 63                 | 62    | 63    |
| Pacific Islander               | %                     | %      | 0.33%  |                    |       | 1     |
| White                          | 31.06%                | 28.98% | 27.39% | 91                 | 91    | 83    |
| Multiple/No Response           | 15.02%                | 12.42% | 12.21% | 44                 | 39    | 37    |
| Total Enrollment               |                       |        |        | 293                | 314   | 303   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 23-24              | 24-25 | 25-26 |
| Transitional Kindergarten         |                    | 38    | 36    |
| Kindergarten                      | 41                 | 50    | 45    |
| Grade 1                           | 42                 | 46    | 52    |
| Grade 2                           | 44                 | 44    | 46    |
| Grade3                            | 44                 | 43    | 40    |
| Grade 4                           | 48                 | 47    | 40    |
| Grade 5                           | 54                 | 46    | 44    |
| Total Enrollment                  | 293                | 314   | 303   |

#### Conclusions based on this data:

1. Our student population is declining in grades K-5. This has caused us a reduction of targeted funds.
2. Our student population from the school year of 2021-2022 to 2024- 2025 to 2025-2026. Our school population went from 293 to 274 for general education students.
3. Sutter's overall student enrollment declined from 325 students in the 2021–22 school year to 293 students in the 2023–24 school year then 293c to 274. The numbers do not include our mod./severe 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                              | 37                 | 39    | 43    | 14.4%               | 12.6%  | 14.2% |
| Fluent English Proficient (FEP)               | 67                 | 59    | 51    | 24.3%               | 22.9%  | 16.8% |
| Reclassified Fluent English Proficient (RFEP) | 32                 | 29    |       | 10.8%               | 10.90% |       |

### Conclusions based on this data:

1. Our English Language Learners population is maintaining.. It went 37 students to 33 to 33. (24-25 to 25/26 school year)
2. In 2020-2021 to 2022-2023, our RFEP has seen consistent growth from 23.30% (21-22 school year) to 21.8% (22-23 school year) to 22.9% (23-24 school year) to 25% (24-25)
3. After a slight dip, RFEP rates have steadily increased over the past two years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| 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 3                                | 44                     | 43    | 43    | 42                   | 43    | 43    | 42                        | 43    | 43    | 95.5                          | 100   | 100   |
| Grade 4                                | 55                     | 52    | 47    | 53                   | 48    | 47    | 53                        | 48    | 47    | 96.4                          | 92.3  | 100   |
| Grade 5                                | 47                     | 54    | 48    | 46                   | 54    | 47    | 46                        | 54    | 47    | 97.9                          | 100   | 97.9  |
| All Grades                             | 146                    | 149   | 138   | 141                  | 145   | 137   | 141                       | 145   | 137   | 96.6                          | 97.3  | 99.3  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 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 3                              | 2472.            | 2456. | 2476. | 42.86               | 39.53 | 46.51 | 28.57          | 23.26 | 27.91 | 21.43                 | 23.26 | 11.63 | 7.14               | 13.95 | 13.95 |
| Grade 4                              | 2532.            | 2513. | 2505. | 56.60               | 45.83 | 51.06 | 13.21          | 22.92 | 12.77 | 13.21                 | 14.58 | 10.64 | 16.98              | 16.67 | 25.53 |
| Grade 5                              | 2551.            | 2561. | 2529. | 43.48               | 42.59 | 29.79 | 23.91          | 31.48 | 27.66 | 8.70                  | 7.41  | 25.53 | 23.91              | 18.52 | 17.02 |
| All Grades                           | N/A              | N/A   | N/A   | 48.23               | 42.76 | 42.34 | 21.28          | 26.21 | 22.63 | 14.18                 | 14.48 | 16.06 | 16.31              | 16.55 | 18.98 |

| Reading<br>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 3                                                                    | 26.19            | 32.56 | 25.58 | 66.67                 | 53.49 | 65.12 | 7.14             | 13.95 | 9.30  |
| Grade 4                                                                    | 35.85            | 33.33 | 23.40 | 54.72                 | 56.25 | 51.06 | 9.43             | 10.42 | 25.53 |
| Grade 5                                                                    | 39.13            | 35.19 | 25.53 | 45.65                 | 55.56 | 57.45 | 15.22            | 9.26  | 17.02 |
| All Grades                                                                 | 34.04            | 33.79 | 24.82 | 55.32                 | 55.17 | 57.66 | 10.64            | 11.03 | 17.52 |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 3                                                         | 21.43            | 23.26 | 25.58 | 64.29                 | 53.49 | 60.47 | 14.29            | 23.26 | 13.95 |
| Grade 4                                                         | 37.74            | 27.08 | 40.43 | 50.94                 | 58.33 | 38.30 | 11.32            | 14.58 | 21.28 |
| Grade 5                                                         | 32.61            | 42.59 | 19.15 | 47.83                 | 40.74 | 63.83 | 19.57            | 16.67 | 17.02 |
| All Grades                                                      | 31.21            | 31.72 | 28.47 | 53.90                 | 50.34 | 54.01 | 14.89            | 17.93 | 17.52 |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 3                                                                 | 14.29            | 18.60 | 23.26 | 80.95                 | 72.09 | 67.44 | 4.76             | 9.30  | 9.30  |
| Grade 4                                                                 | 28.30            | 22.92 | 23.40 | 64.15                 | 68.75 | 59.57 | 7.55             | 8.33  | 17.02 |
| Grade 5                                                                 | 34.78            | 29.63 | 14.89 | 60.87                 | 59.26 | 74.47 | 4.35             | 11.11 | 10.64 |
| All Grades                                                              | 26.24            | 24.14 | 20.44 | 68.09                 | 66.21 | 67.15 | 5.67             | 9.66  | 12.41 |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 3                                                                                | 23.81            | 23.26 | 37.21 | 64.29                 | 60.47 | 58.14 | 11.90            | 16.28 | 4.65  |
| Grade 4                                                                                | 39.62            | 31.25 | 36.17 | 54.72                 | 60.42 | 51.06 | 5.66             | 8.33  | 12.77 |
| Grade 5                                                                                | 45.65            | 33.33 | 25.53 | 43.48                 | 53.70 | 61.70 | 10.87            | 12.96 | 12.77 |
| All Grades                                                                             | 36.88            | 29.66 | 32.85 | 53.90                 | 57.93 | 56.93 | 9.22             | 12.41 | 10.22 |

#### Conclusions based on this data:

1. Grade 3-5 ELA declined from meeting or exceeding standards scores (21-22 school year) from 69.71 to (23-24 school year) to 68.97 to (24-25 school year) to 65%. Student reading and writing performance in Grades 3–5 has slightly decreased at first, then dropped more noticeably in the most recent year. We need to strengthen out reading and writing programs. Our problem of practice will focus on writing.
2. In writing we have scored (21-22) we scored meeting or near and exceeding standards 85.11 compared to (23-24) 82.06 and compared to (24-25) 82.48.
3. In writing we have scored (21-22) we scored meeting or near and exceeding standards 85.11 compared to (23-24) 82.06 and compared to (24-25) 82.48.

# 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 3                                | 44                     | 43    | 43    | 43                   | 43    | 43    | 43                        | 43    | 43    | 97.7                          | 100   | 100   |
| Grade 4                                | 55                     | 52    | 47    | 55                   | 51    | 47    | 55                        | 51    | 47    | 100.0                         | 98.1  | 100   |
| Grade 5                                | 47                     | 54    | 48    | 47                   | 54    | 47    | 47                        | 54    | 47    | 100.0                         | 100   | 97.9  |
| All Grades                             | 146                    | 149   | 138   | 145                  | 148   | 137   | 145                       | 148   | 137   | 99.3                          | 99.3  | 99.3  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 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 3                              | 2477.            | 2491. | 2489. | 41.86               | 51.16 | 48.84 | 25.58          | 20.93 | 34.88 | 18.60                 | 13.95 | 2.33  | 13.95              | 13.95 | 13.95 |
| Grade 4                              | 2532.            | 2525. | 2527. | 41.82               | 39.22 | 46.81 | 32.73          | 29.41 | 19.15 | 18.18                 | 17.65 | 14.89 | 7.27               | 13.73 | 19.15 |
| Grade 5                              | 2576.            | 2563. | 2535. | 51.06               | 50.00 | 31.91 | 21.28          | 11.11 | 27.66 | 10.64                 | 27.78 | 14.89 | 17.02              | 11.11 | 25.53 |
| All Grades                           | N/A              | N/A   | N/A   | 44.83               | 46.62 | 42.34 | 26.90          | 20.27 | 27.01 | 15.86                 | 20.27 | 10.95 | 12.41              | 12.84 | 19.71 |

| Concepts & Procedures<br>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 3                                                                | 53.49            | 55.81 | 48.84 | 32.56                 | 30.23 | 37.21 | 13.95            | 13.95 | 13.95 |
| Grade 4                                                                | 47.27            | 43.14 | 46.81 | 38.18                 | 45.10 | 34.04 | 14.55            | 11.76 | 19.15 |
| Grade 5                                                                | 59.57            | 48.15 | 36.17 | 23.40                 | 35.19 | 40.43 | 17.02            | 16.67 | 23.40 |
| All Grades                                                             | 53.10            | 48.65 | 43.80 | 31.72                 | 37.16 | 37.23 | 15.17            | 14.19 | 18.98 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 3                                                                                                                                            | 46.51            | 53.49 | 51.16 | 39.53                 | 32.56 | 30.23 | 13.95            | 13.95 | 18.60 |
| Grade 4                                                                                                                                            | 43.64            | 39.22 | 38.30 | 47.27                 | 45.10 | 44.68 | 9.09             | 15.69 | 17.02 |
| Grade 5                                                                                                                                            | 44.68            | 42.59 | 21.28 | 38.30                 | 46.30 | 63.83 | 17.02            | 11.11 | 14.89 |
| All Grades                                                                                                                                         | 44.83            | 44.59 | 36.50 | 42.07                 | 41.89 | 46.72 | 13.10            | 13.51 | 16.79 |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 3                                                                                            | 30.23            | 44.19 | 44.19 | 62.79                 | 41.86 | 44.19 | 6.98             | 13.95 | 11.63 |
| Grade 4                                                                                            | 43.64            | 35.29 | 46.81 | 47.27                 | 52.94 | 36.17 | 9.09             | 11.76 | 17.02 |
| Grade 5                                                                                            | 51.06            | 24.07 | 21.28 | 34.04                 | 70.37 | 59.57 | 14.89            | 5.56  | 19.15 |
| All Grades                                                                                         | 42.07            | 33.78 | 37.23 | 47.59                 | 56.08 | 46.72 | 10.34            | 10.14 | 16.06 |

**Conclusions based on this data:**

1. Meeting or Exceeded scores: 71.73 (22-23 ) compared to 66.89 (24-25) compared to 69.35 (24-25 ) Math performance declined slightly after 22–23, then improved the following year, but has not yet returned to previous levels.
2. Stronger Tier 1 practices are implemented this school year. We are expecting to see a boost in our math scores.
3. When we had math intervention teacher in (22-23), we were able to target students for high intense math intervention either 1:1 or small group instruction. We were scoring 12.41% in (22-23)below in passing on CAASPP. Due to not having a math intervention in (24-25), we increased to 19.71%. From collaboration meetings and listening sessions with staff, this is a need if we have funding. Because we don't have funding for pull out math intervention, classes have been more focused on small group instruction.

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>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 |
| K                                                                                            | 1432.8  | 1402.1 | 1506.7 | 1438.3        | 1397.5 | 1489.2 | 1419.6           | 1412.6 | 1547.9 | 19                        | 14    | 13    |
| 1                                                                                            | *       | *      | *      | *             | *      | *      | *                | *      | *      | 5                         | 7     | 6     |
| 2                                                                                            | *       | *      | *      | *             | *      | *      | *                | *      | *      | 4                         | 4     | 6     |
| 3                                                                                            | *       | *      | *      | *             | *      | *      | *                | *      | *      | 7                         | *     | 4     |
| 4                                                                                            | *       | *      | *      | *             | *      | *      | *                | *      | *      | 5                         | 9     | 5     |
| 5                                                                                            | *       | *      | *      | *             | *      | *      | *                | *      | *      | 6                         | 4     | 7     |
| All Grades                                                                                   |         |        |        |               |        |        |                  |        |        | 46                        | 41    | 41    |

| Overall Language<br>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 |
| K                                                                                     | 36.84   | 42.86 | 53.85 | 26.32   | 14.29 | 30.77 | 15.79   | 21.43 | 15.38 | 21.05   | 21.43 | 0.00  | 19                       | 14    | 13    |
| 1                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 2                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 3                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 4                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 5                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                            | 28.26   | 24.39 | 26.83 | 26.09   | 29.27 | 24.39 | 21.74   | 17.07 | 34.15 | 23.91   | 29.27 | 14.63 | 46                       | 41    | 41    |

| <b>Oral Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| 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 |
| K                                                                                                | 36.84   | 42.86 | 46.15 | 26.32   | 14.29 | 38.46 | 10.53   | 7.14  | 15.38 | 26.32   | 35.71 | 0.00  | 19                       | 14    | 13    |
| 1                                                                                                | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 2                                                                                                | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 3                                                                                                | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 4                                                                                                | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 5                                                                                                | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                                       | 43.48   | 46.34 | 34.15 | 19.57   | 14.63 | 39.02 | 13.04   | 7.32  | 12.20 | 23.91   | 31.71 | 14.63 | 46                       | 41    | 41    |

| <b>Written Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| 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 |
| K                                                                                                   |         | 28.57 | 69.23 |         | 14.29 | 15.38 |         | 42.86 | 15.38 |         | 14.29 | 0.00  |                          | 14    | 13    |
| 1                                                                                                   |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| 2                                                                                                   |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| 3                                                                                                   |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| 4                                                                                                   |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| 5                                                                                                   |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| All Grades                                                                                          | 10.87   | 17.07 | 29.27 | 23.91   | 12.20 | 9.76  | 36.96   | 31.71 | 29.27 | 28.26   | 39.02 | 31.71 | 46                       | 41    | 41    |

| <b>Listening Domain</b><br><b>Percentage of Students by Domain Performance Level for All Students</b> |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-------------------------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| 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 |
| K                                                                                                     | 47.37          | 28.57 | 53.85 | 26.32               | 42.86 | 46.15 | 26.32     | 28.57 | 0.00  | 19                       | 14    | 13    |
| 1                                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 2                                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 3                                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 4                                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 5                                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                                            | 36.96          | 39.02 | 29.27 | 36.96               | 34.15 | 53.66 | 26.09     | 26.83 | 17.07 | 46                       | 41    | 41    |

| Speaking Domain<br>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 |
| K                                                                                      | 21.05          | 42.86 | 46.15 | 57.89               | 28.57 | 46.15 | 21.05     | 28.57 | 7.69  | 19                       | 14    | 13    |
| 1                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 2                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 3                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 4                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 5                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                             | 36.96          | 34.15 | 36.59 | 39.13               | 34.15 | 46.34 | 23.91     | 31.71 | 17.07 | 46                       | 41    | 41    |

| Reading Domain<br>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 |
| K                                                                                     | 31.58          | 28.57 | 46.15 | 52.63               | 50.00 | 53.85 | 15.79     | 21.43 | 0.00  | 19                       | 14    | 13    |
| 1                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 2                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 3                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 4                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 5                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                            | 19.57          | 21.95 | 21.95 | 50.00               | 39.02 | 36.59 | 30.43     | 39.02 | 41.46 | 46                       | 41    | 41    |

| Writing Domain<br>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 |
| K                                                                                     | 31.58          | 21.43 | 84.62 | 57.89               | 57.14 | 15.38 | 10.53     | 21.43 | 0.00  | 19                       | 14    | 13    |
| 1                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 2                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 3                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 4                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 5                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                            | 21.74          | 12.82 | 37.50 | 50.00               | 51.28 | 37.50 | 28.26     | 35.90 | 25.00 | 46                       | 39    | 40    |

#### Conclusions based on this data:

1. In 20-21, 50.8% of EL students were at level 4. In 21-22, 32.6% of my EL students were at level 4. Students tested went from 67 (20-21) to 43 (21-22).
2. Continue to provide additional resources and support for EL students who are below standards and not level 4 yet.
3. Teachers will continue to implement the designated ELD program daily and in 24-25 will begin using the newly adopted phonics program in grades K-2.



# School and Student Performance Data

## Student Population

The 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                                                |
| 314                                                            | 15.6%                                                                                                                            | 12.4%                                                                                                                                                        | 0.0%                                                        |
| Total Number of Students enrolled in Sutter Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 39    | 12.4%      |
| Foster Youth                                      | 0     | 0.0%       |
| Homeless                                          | 3     | 1%         |
| Socioeconomically Disadvantaged                   | 49    | 15.6%      |
| Students with Disabilities                        | 52    | 16.6%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 7     | 2.2%       |
| American Indian              | 2     | 0.6%       |
| Asian                        | 98    | 31.2%      |
| Filipino                     | 12    | 3.8%       |
| Hispanic                     | 62    | 19.7%      |
| Two or More Races            | 39    | 12.4%      |
| Pacific Islander             | 0     | 0.0%       |
| White                        | 91    | 29%        |

### Conclusions based on this data:

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

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

3. Sutter has 33 students with disabilities.

# School and Student Performance Data

## Overall Performance

The 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.”



| 2025 Fall Dashboard Overall Performance for All Students                                                                                |                                                                                                                  |                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Academic Performance                                                                                                                    | Academic Engagement                                                                                              | Conditions & Climate                                                                                              |
| English Language Arts<br><br>Green                    | Chronic Absenteeism<br><br>Red | Suspension Rate<br><br>Orange |
| Mathematics<br><br>Green                             |                                                                                                                  |                                                                                                                   |
| English Learner Progress<br><br>No Performance Color |                                                                                                                  |                                                                                                                   |

### Conclusions based on this data:

- Overall, academic performance in ELA and Mathematics are in green.
- Chronic absenteeism is red. We are communicating with families when students are absent and tardy. More than half our students who are chronic absenteeism is due to illness from mod/sever classrooms. Our goal is to get to green. Suspension rate is orange. Last year, we had one student who was suspended for multiple times for

dangerous behavior. Student has been transferred to another program that meets his needs. Suspension rate should be in blue this upcoming school year.

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

# School and Student Performance Data

## Academic Performance English Language Arts

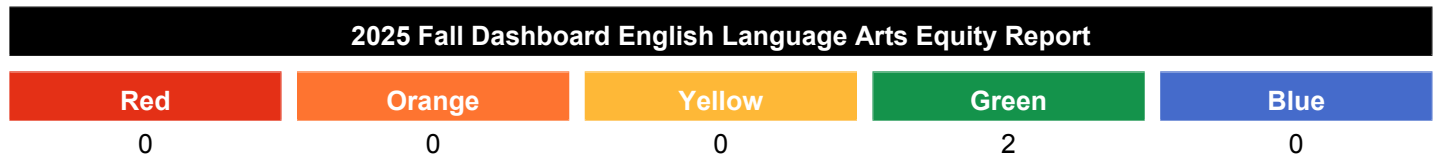
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group                                                                                                                                                 |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>36.9 points above standard</div> <div>Declined 7.5 points</div> <div>136 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>19.4 points below standard</div> <div>Declined 21 points</div> <div>31 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div></div> <div></div> <div></div>                                                               |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                         | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>                       | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>29.9 points below standard</div> <div>Declined 10.4 points</div> <div>27 Students</div> |

|                                                                                                                                                                                                                     |                                                                                                                                                                                                    |                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>39.2 points below standard<br>Declined 19.9 points<br>24 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student    |
| <b>Asian</b><br><br>Green<br>68.6 points above standard<br>Declined 23.6 points<br>33 Students                                     | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students         | <b>Hispanic</b><br><br>No Performance Color<br>57.4 points below standard<br>Maintained -1.2 points<br>23 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>64.3 points above standard<br>Declined 7.1 points<br>22 Students           | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                 | <b>White</b><br><br>Green<br>51.5 points above standard<br>Declined 11.8 points<br>48 Students                     |

#### Conclusions based on this data:

1. Overall, all students are 36.9 points above standard. English Learners are 19.4 below standard. It declined 21 points.
2. Our Asian population declined 7.5 points however were 68.6 points above standard. Hispanic cohort maintained and 57.4 points below standard. We had 23 Hispanic students. Hispanic students receive reading intervention during the school year. Teacher are using Designated EL instruction and will be using phonics program to address our decline in test scores for Hispanic population.
3. Inequity in services by district, we are the only CSEIS school that does not receive district reading intervention support. If we received additional support like the other CSEIS schools, we could give additional support to close the education gap between Hispanic and all students test scores in ELA.

# School and Student Performance Data

## Academic Performance Mathematics

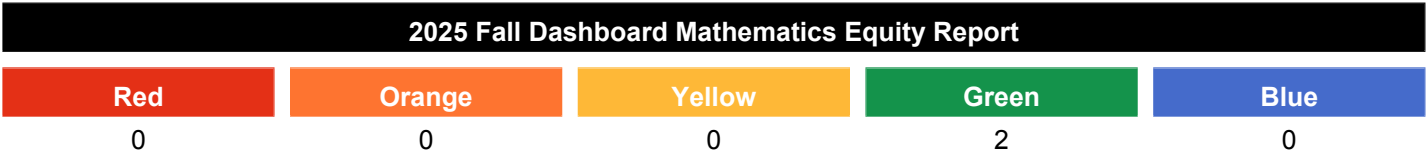
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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

| 2025 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                                                            |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>35.8 points above standard</div> <div>Declined 10.1 points</div> <div>135 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>7.2 points above standard</div> <div>Declined 8.2 points</div> <div>31 Students</div> | <div>Long-Term English Learners</div>                                                                                                                                                                                                                                    |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                          | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>                       | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>42.1 points below standard</div> <div>Declined 31.3 points</div> <div>27 Students</div> |

|                                                                                                                                                                                                                     |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>11.7 points below standard<br>Declined 23.1 points<br>23 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student  |
| <b>Asian</b><br><br>Green<br>83.8 points above standard<br>Declined 8.2 points<br>33 Students                                      | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students         | <b>Hispanic</b><br><br>No Performance Color<br>68.3 points below standard<br>Declined 31.7 points<br>23 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>63 points above standard<br>Declined 14.9 points<br>22 Students            | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                 | <b>White</b><br><br>Green<br>50.9 points above standard<br>Declined 4.3 points<br>47 Students                    |

#### Conclusions based on this data:

1. All students scored 35.8 above standards. It declined 10 points.
2. Two or more races increased by 14.9 points and are 63 points above standard. White subgroup declined 4.3 points and are 50.9 points above standard. Student with disabilities maintained. Socially disadvantaged students increased by 31.3 points and is currently 42.1 points below standards. Asians decreased 8.2 points but are still 83.8 points above standard. English learners decreased 8.2 points but are still 7.2 points above standard. Hispanics declined 31.7 points and are 68.3 points below standard.
3. Next year, we will be implementing more targeted small group instruction and continuation of new district wide writing program.

# School and Student Performance Data

## Academic Performance Science

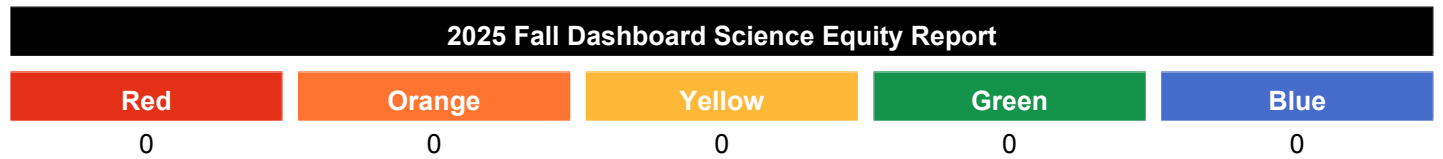
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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                                                                                                                                                       |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>65.6 science points</div> <div>Declined 2.8 points</div> <div>46 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>10 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                      |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                 | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>           | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>49.9 science points</div> <div>14 Students</div> |

|                                                                                                                                                                                                              |                                                                                                                                                                                           |                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | <b>African American</b><br><br>No Performance Color<br>0 Students                                        | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students                      | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Hispanic</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students       |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                        | <b>White</b><br><br>No Performance Color<br>69.6 science points<br>Declined 8 points<br>20 Students             |

**Conclusions based on this data:**

1. Students scored 65.6 points on science test. It was a decline of 2.8 points.
2. White students declined 8 points.

# 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                                                                                                                                                                |
| <div></div> <div>No Performance Color</div> <div>45.5 making progress.</div> <div>Number Students: 22 Students</div> | <div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 0 Students</div> |

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 |
| 9.5%                                                             | 42.9%                                      | 0%                      | 47.6%                              |

### Conclusions based on this data:

- 45.5% English Learners are making progress of the 22 EL students. An increase of 47.6 % compared to 31.8% the previous school year for one ELPI level progress. 42.9% maintained their ELPI level.
- 9.5% decreased. (2 students decreased)
- Our new districted adopted phonics program and our designated ELD times have contributed to the increased gains for our ELD students.

# 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

Lowest Performance



Orange



Yellow



Green



Blue

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



Red

15.6% Chronically Absent

Increased 3.6

333 Students

#### English Learners



Yellow

13.7% Chronically Absent

Declined 9

51 Students

#### Long-Term English Learners

#### Foster Youth



No Performance Color

0 Students

#### Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

#### Socioeconomically Disadvantaged



Red

39.7% Chronically Absent

Increased 15.6

68 Students

|                                                                                                                                                                                            |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Red<br>30.5% Chronically Absent<br>Increased 17.5<br>59 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>Orange<br>15.9% Chronically Absent<br>Increased 2.1<br>107 Students                   | <b>Filipino</b><br><br>No Performance Color<br>8.3% Chronically Absent<br>0<br>12 Students                        | <b>Hispanic</b><br><br>Red<br>32.3% Chronically Absent<br>Increased 8.4<br>65 Students                           |
| <b>Two or More Races</b><br><br>Green<br>2.3% Chronically Absent<br>Increased 2.3<br>44 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student  | <b>White</b><br><br>Orange<br>11.6% Chronically Absent<br>Increased 4.1<br>95 Students                           |

#### Conclusions based on this data:

1. Overall, all students increased 3.6% in chronic absenteeism. Three subgroups slightly increased chronic absenteeism and three increased in tens except out English learners. English Learners declined 9%.
2. Two or more races increased by 2.3%, and Asian increased by 2.1%, White increased to 4.1%. Students with disabilities increased by 17.5%, Hispanic increased by 8.4% and 15.6 increased for socioeconomically disadvantaged.
3. SST's, Wellneess out reach, offering ELOP to our socioeconomically disadvantaged are ways were are trying to address this issue.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

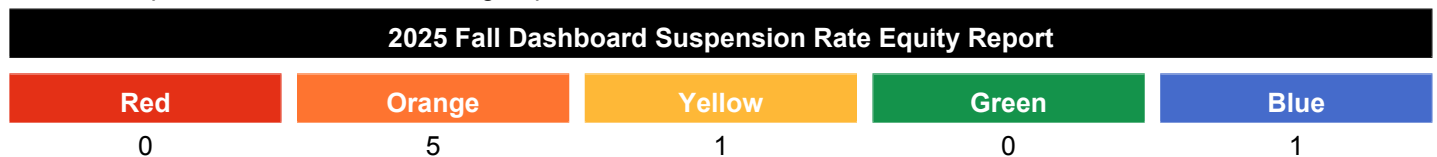
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group                                                                                                 |                                                                                                                                                                           |                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All Students                                                                                                                                                       | English Learners                                                                                                                                                          | Long-Term English Learners                                                                                                                                          |
| <br>Orange<br>1.5% suspended at least one day<br>Increased 1.1%<br>344 Students | <br>Orange<br>3.7% suspended at least one day<br>Increased 1.5%<br>54 Students         |                                                                                                                                                                     |
| Foster Youth                                                                                                                                                       | Homeless                                                                                                                                                                  | Socioeconomically Disadvantaged                                                                                                                                     |
| <br>No Performance Color<br>0 Students                                          | <br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | <br>Orange<br>2.8% suspended at least one day<br>Increased 1.1%<br>72 Students |

|                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>3.3% suspended at least one day<br>Increased 1.2%<br>60 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>Orange<br>1.8% suspended at least one day<br>Increased 0.6%<br>112 Students                     | <b>Filipino</b><br><br>No Performance Color<br>0% suspended at least one day<br>12 Students                       | <b>Hispanic</b><br><br>Orange<br>1.5% suspended at least one day<br>Increased 1.5%<br>68 Students                |
| <b>Two or More Races</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>44 Students               | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student  | <b>White</b><br><br>Yellow<br>1% suspended at least one day<br>Increased 1%<br>98 Students                       |

#### Conclusions based on this data:

1. Suspension rate is orange at, but we will continue to focus on the PBIS program and interventions to support our character education program and lower suspension rate.
2. Overall is orange. Only two groups were not orange.
3. PBIS walkthroughs occurring 3 times a school year to evaluate Sutter's PBIS program. Walkthroughs evaluate if staff use PBIS academic language and implement positive classroom management at a high level.

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### **Science, Technology, Engineering, Art and Math (STEAM)**

By the spring 2027 administration of CAASPP, the percentage of students meeting or exceeding standards in mathematics will increase from 69.35% (2025) to 72%, as measured by CAASPP results.

To support this outcome, by May 2027 i-Ready Math Diagnostic #3 results will show:

Overall proficiency increasing from 64% (Jan. 2026) to 72%

English Learners maintaining or exceeding 70% meeting/exceeding

Hispanic/Latinx students increasing from 34% to 45%

Economically Disadvantaged students increasing from 51% to 60%

Progress will be monitored through i-Ready diagnostics, growth data, and ongoing formative assessments, with a focus on moving students at least one performance level closer to or into grade-level proficiency.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Academic Achievement and Equity

### Identified Need

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

Our i-Ready data shows strong mid-year growth across the system. Overall, we increased from 41% to 64% of students meeting or exceeding standards. English learners showed particularly strong gains, growing from 30% to 64%, now performing on par with the overall student population.

At the same time, while Hispanic/Latinx students improved from 14% to 34%, a significant gap remains. This tells us our core instruction and supports are improving, but not yet equitably impacting all groups.

Compared to prior years, where we were around 69%, we are on track to meet or exceed those outcomes by the end of the year. Moving forward, we are focused on strengthening Tier 1 instruction, using cycles of inquiry, and leveraging MTSS systems to ensure more consistent access and outcomes for our historically underserved students

### Annual Measurable Outcomes

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

| Metric/Indicator           | Baseline/Actual Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Expected Outcome                   |                          |                           |                        |                        |                       |                  |                        |                       |                          |                       |                       |                            |                       |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------------|---------------------------|------------------------|------------------------|-----------------------|------------------|------------------------|-----------------------|--------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| i-Ready Math Diagnostic    | <p>Baseline Outcomes (2025-2026 School Year)</p> <p>i-Ready Math Diagnostic results show overall growth, but significant achievement gaps remain for key student groups.</p> <table> <tr> <td>Student Group</td><td>Diagnostic #1 (Aug 2025)</td><td>Diagnostic #2 (Jan. 2026)</td></tr> <tr> <td>All Students (Overall)</td><td>41% meeting/exceeding.</td><td>64% meeting/exceeding</td></tr> <tr> <td>English Learners</td><td>30% meeting/exceeding.</td><td>64% meeting/exceeding</td></tr> <tr> <td>Hispanic/Latinx Students</td><td>14% meeting/exceeding</td><td>34% meeting/exceeding</td></tr> <tr> <td>Economically Disadvantaged</td><td>23% meeting/exceeding</td><td>51% meeting/exceeding</td></tr> </table> | Student Group                      | Diagnostic #1 (Aug 2025) | Diagnostic #2 (Jan. 2026) | All Students (Overall) | 41% meeting/exceeding. | 64% meeting/exceeding | English Learners | 30% meeting/exceeding. | 64% meeting/exceeding | Hispanic/Latinx Students | 14% meeting/exceeding | 34% meeting/exceeding | Economically Disadvantaged | 23% meeting/exceeding | 51% meeting/exceeding | <p>Baseline Outcomes (2026-2027) School Year)*Outcome targets are based on student groups making greater growth to close gaps. The overall expected outcome takes into account that students are often members of multiple student groups.</p> <p>72% Overall meeting/exceeding</p> <p>64 % English learner meeting/exceeding</p> <p>45 %Hispanic/Latinx meeting/exceeding</p> <p>60 % Students with Economically Disadvantaged meeting/exceeding</p> |
| Student Group              | Diagnostic #1 (Aug 2025)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Diagnostic #2 (Jan. 2026)          |                          |                           |                        |                        |                       |                  |                        |                       |                          |                       |                       |                            |                       |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| All Students (Overall)     | 41% meeting/exceeding.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 64% meeting/exceeding              |                          |                           |                        |                        |                       |                  |                        |                       |                          |                       |                       |                            |                       |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| English Learners           | 30% meeting/exceeding.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 64% meeting/exceeding              |                          |                           |                        |                        |                       |                  |                        |                       |                          |                       |                       |                            |                       |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Hispanic/Latinx Students   | 14% meeting/exceeding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 34% meeting/exceeding              |                          |                           |                        |                        |                       |                  |                        |                       |                          |                       |                       |                            |                       |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Economically Disadvantaged | 23% meeting/exceeding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 51% meeting/exceeding              |                          |                           |                        |                        |                       |                  |                        |                       |                          |                       |                       |                            |                       |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| CAASPP/Math                | <p>2024</p> <p>66.89 % Overall meeting/exceeding</p> <p>2025</p> <p>69.35% Overall meeting/exceeding</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2026 72% Overall meeting/exceeding |                          |                           |                        |                        |                       |                  |                        |                       |                          |                       |                       |                            |                       |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Strategies/Activities

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

| Strategy/Activity # | Description                                                                                                                                                                                                                                                                                                       | Students to be Served                                                                                                                                                                                                                             | Proposed Expenditures                                                                                                                                                    |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1                 | <p>1. District Math Benchmarks grade level goal set by staff based on test scores and math pacing guide.</p> <p>2. Grade level/teacher release day for planning and collaboration.</p> <p>3. Release time/ Hiring substitutes to allow staff to visit, collaborate, practice, and observe math/technology use</p> | <p>Implement STEAM and Project Based Learning programs, activities, and opportunities in all grades.</p> <p>All students will have access to technology-based, CCSS-aligned learning experiences in their classrooms if funding is available.</p> | <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Training/ Release time/ technology/ resources/ substitute release time for planning/ training</p>                |
| 1.2                 | <p>1. If funding is available small group intervention targeting low socioeconomic, English Learners, and students who are below grade level in mathematics standards.</p> <p>2. Purchase curriculum materials and training</p> <p>3. Planning time/ stipends/ training for math/ CCSS/ PBL.</p>                  | <p>Low socioeconomic, English Learners, Hispanic/Latinx and any other students who are below grade level in mathematics standards</p>                                                                                                             | <p>0</p> <p>Donations</p> <p>None Specified</p> <p>If funding is available for targeted math instruction in small groups by teacher or paraeducator, i-Ready/ Online</p> |

|     |                                                                                                                                          |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                           |
|-----|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |                                                                                                                                          |                                                                                                                                                                                                            | programming or other computer based programs or technology items, pay substitute teachers to relieve staff for trainings or planning times, additional site/ district personnel and other programs/ resources/ PLC training/ LLI training/ Math Trainings/ technology training (CTF/ PBL), resources, curriculum material |
| 1.3 | Math enrichment -- Math Kangaroo                                                                                                         | K-5 grade students who are meeting or exceeding grade level standards have an after school enrichment program and promote math and engineering through family events. It will be funded through donations. | 0<br>Donations<br>None Specified<br>Teacher-- Math Kangaroo & Family Math Night materials                                                                                                                                                                                                                                 |
| 1.4 | Hire science lab aide and science garden aide. Science aides will assist teachers in instructing students in grade level NGSS standards. | All students will have more access to NGSS instruction if funding is available.                                                                                                                            | 0<br>Donations<br>2000-2999: Classified<br>Personnel Salaries<br>Science aide will be paid by donations in 26-27.                                                                                                                                                                                                         |
| 1.5 | 1. Hire computer aide if funding is available via fundraising.                                                                           | All students will have access to technology, engineering and be taught the California Computer Science Standards.                                                                                          | 0<br>None Specified<br>2000-2999: Classified<br>Personnel Salaries<br>District is paying salary for 26-27                                                                                                                                                                                                                 |

## Annual Review

### SPSA Year Reviewed: 2025-26

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

## Analysis

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

Effective schools improve student achievement through a combination of targeted small group instruction, strong Tier 1 instruction, explicit instruction, and teacher clarity. Targeted small group instruction allows teachers to differentiate learning based on student needs, provide immediate feedback, and close learning gaps through focused support. Strong Tier 1 instruction ensures all students receive high-quality, standards-aligned core instruction with rigorous engagement, scaffolded learning opportunities, and consistent checks for understanding before additional interventions are needed. Explicit instruction helps students succeed by clearly modeling skills, thinking aloud, providing guided practice, and gradually releasing responsibility to students. Teacher clarity strengthens learning by communicating clear learning intentions, success criteria, lesson purpose, and expectations so students understand what they are learning, why it matters, and how success will be measured. Together, these strategies create an inclusive, structured, and student-centered learning environment that promotes academic growth for all learners.

2024-2025 School Year

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

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

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

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

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

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

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

March 2025: iReady Diagnostic #3 54% Economically Disadvantaged at/ exceeding

2025-2026 School Year

Diagnostic #1 41% to Diagnostic #2 64% meeting/ exceeding

Aug. 2025: iReady Diagnostic #1 30% English learner meeting/exceeding

Jan. 2026: iReady Diagnostic #2 64% % English learner meeting/exceeding

Aug. 2025: iReady Diagnostic #1 14%Hispanic/Latinx meeting/exceediing

Jan. 2026: Ready Diagnostic #2 34%Hispanic/Latinx meeting/exceediing

Aug. 2025: iReady Diagnostic #1 23% % Economically Disadvantaged

Jan. 2026: iReady Diagnostic #2 51% Economically Disadvantaged at/ exceeding

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

From Aug. to January, we saw significant growth across all student groups. English learners increased from 30% to 64% meeting or exceeding standards, economically disadvantaged students from 23% to 51%, and Hispanic/Latinx students from 14% to 34%. While this is strong acceleration and reflects improved core instruction and targeted supports, we recognize this is based on two data points. Our next step is to validate the trend, analyze domain-level growth, and continue focusing on closing gaps—particularly for Hispanic/Latinx 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.

In the absence of additional funding, we are doubling down on strong Tier 1 instruction, structured collaboration, and MTSS systems to ensure all students—especially those historically underserved—receive targeted, responsive support.

Strategies:

- 1) Targeted small group instruction.
- 2) Strong tier1 instruction
- 3) Explicit instruction
- 4) Teacher clarity

Metric:

We are testing grades 3-5 on IReady/ CAASPP this year and upcoming years for our measurable outcomes. .

# 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.

#### **Improve reading achievement for all subgroups in ELA CAASPP**

By June 2027, Sutter will increase overall student proficiency in ELA on the CAASPP assessment from 65% to 72%, reversing the recent decline from 68% and 69% in prior years.

In addition, targeted subgroup growth will occur as follows:

Hispanic/Latinx students will increase from 30% to 45% proficiency (+15 percentage points)

Economically Disadvantaged students will increase from 31% to 46% proficiency (+15 points)

English Learners will increase from 25% to 40% proficiency (+15 points)

Students with Disabilities will increase from 31.25% to 45% proficiency (+13.75 points)

Progress will be measured using CAASPP ELA results and supported by interim measures including i-Ready Reading Diagnostics and common formative assessments.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Academic Achievement and Equity

### 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.

Effective schools improve student achievement through a combination of targeted small group instruction, strong Tier 1 instruction, explicit instruction, and teacher clarity. Targeted small group instruction allows teachers to differentiate learning based on student needs, provide immediate feedback, and close learning gaps through focused support. Strong Tier 1 instruction ensures all students receive high-quality, standards-aligned core instruction with rigorous engagement, scaffolded learning opportunities, and consistent checks for understanding before additional interventions are needed. Explicit instruction helps students succeed by clearly modeling skills, thinking aloud, providing guided practice, and gradually releasing responsibility to students. Teacher clarity strengthens learning by communicating clear learning intentions, success criteria, lesson purpose, and expectations so students understand what they are learning, why it matters, and how success will be measured. Together, these strategies create an inclusive, structured, and student-centered learning environment that promotes academic growth for all learners.

#### Identified Need: Disparities in Achievement and Need for Targeted Support

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

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

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

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

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

#### 1. Data Summary & Analysis

Over the 2023–24 to 2024–25 period, Sutter demonstrated significant growth in top-tier performance, with Level 4 proficiency increasing from 33.3% to 46.2%. However, a critical achievement gap has widened for specific unduplicated student groups. While the school moved more students into mastery, the "floor" dropped for our most vulnerable populations:

English Learners (EL): Level 1 residency increased from 67% to 78%.

Hispanic Students: Level 1 residency increased from 50% to 63%.

Economically Disadvantaged: 40% of students remain stagnant at Level 1.

#### 2. Problem of Practice Statement

While school-wide Tier 1 instructional shifts have successfully increased the "ceiling" for high-achieving students, our current instructional framework lacks the systematic linguistic scaffolding and differentiated interventions necessary to support English Learners and Hispanic students. As a result, despite overall school gains, our most marginalized subgroups are experiencing an increase in "Level 1" outcomes, indicating a disconnect between core instruction and the specific needs of diverse learners.

#### 3. Measurable Site Goal (S.M.A.R.T.)

By June 2026, the percentage of English Learners scoring at Level 1 will decrease by 20% (from 78% to 58%) and the percentage of Hispanic students at Level 1 will decrease by 18% (from 63% to 45%) as measured by [State/District Summative Assessment].

#### 4. Primary Site Strategies (The "How")

To meet this measurable goal, the school site will implement the following:

Integrated ELD Scaffolding: 100% of teachers will implement daily "Sentence Frames" and "Graphic Organizers" in Tier 1 ELA and Math to provide entry points for Level 1 students.

Targeted Tier 2 Intervention: Establish a "Level 1 Task Force" to provide 30 minutes of small-group, skill-specific intervention 3x per week for EL and Hispanic students scoring in the lowest quartile.

## Annual Measurable Outcomes

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

| Metric/Indicator           | Baseline/Actual Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Expected Outcome                                                          |                          |                           |                  |    |     |                   |  |  |                          |     |     |                   |  |  |                            |     |     |                   |  |  |                                                                                                                         |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------|---------------------------|------------------|----|-----|-------------------|--|--|--------------------------|-----|-----|-------------------|--|--|----------------------------|-----|-----|-------------------|--|--|-------------------------------------------------------------------------------------------------------------------------|
| i-Ready Reading Diagnostic | <p>Baseline Data: i-Ready Reading Diagnostic Results (2025–2026)</p> <p>Sutter has shown strong overall growth in student math performance according to i-Ready diagnostic results. However, achievement gaps persist among English Learners, Hispanic/Latinx students, and Economically Disadvantaged students.</p> <p>Overall Performance:</p> <p>Diagnostic #1 (August 2025): 64% of students met or exceeded grade-level expectations</p> <p>Diagnostic #2 (Feb. 2026): 68% of students met or exceeded grade-level expectations</p> <p>Student Group Performance:</p> <table> <tr> <td>Student Group</td> <td>Diagnostic #1 (Aug 2025)</td> <td>Diagnostic #2 (Feb. 2026)</td> </tr> <tr> <td>English Learners</td> <td>0%</td> <td>10%</td> </tr> <tr> <td>meeting/exceeding</td> <td></td> <td></td> </tr> <tr> <td>Hispanic/Latinx Students</td> <td>30%</td> <td>41%</td> </tr> <tr> <td>meeting/exceeding</td> <td></td> <td></td> </tr> <tr> <td>Economically Disadvantaged</td> <td>38%</td> <td>62%</td> </tr> <tr> <td>meeting/exceeding</td> <td></td> <td></td> </tr> </table> <p>Summary of Need:</p> <p>While the school is making significant gains in overall math achievement, targeted support is still needed to close persistent gaps for English Learners, Hispanic/Latinx students, and Economically Disadvantaged students, who are all performing well below the school wide average.</p> | Student Group                                                             | Diagnostic #1 (Aug 2025) | Diagnostic #2 (Feb. 2026) | English Learners | 0% | 10% | meeting/exceeding |  |  | Hispanic/Latinx Students | 30% | 41% | meeting/exceeding |  |  | Economically Disadvantaged | 38% | 62% | meeting/exceeding |  |  | <p>Projected outcomes:</p> <p>The goal is to reach 74% in iReady ELA.</p> <p>Scores will be inputted in end of May.</p> |
| Student Group              | Diagnostic #1 (Aug 2025)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Diagnostic #2 (Feb. 2026)                                                 |                          |                           |                  |    |     |                   |  |  |                          |     |     |                   |  |  |                            |     |     |                   |  |  |                                                                                                                         |
| English Learners           | 0%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10%                                                                       |                          |                           |                  |    |     |                   |  |  |                          |     |     |                   |  |  |                            |     |     |                   |  |  |                                                                                                                         |
| meeting/exceeding          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                           |                          |                           |                  |    |     |                   |  |  |                          |     |     |                   |  |  |                            |     |     |                   |  |  |                                                                                                                         |
| Hispanic/Latinx Students   | 30%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 41%                                                                       |                          |                           |                  |    |     |                   |  |  |                          |     |     |                   |  |  |                            |     |     |                   |  |  |                                                                                                                         |
| meeting/exceeding          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                           |                          |                           |                  |    |     |                   |  |  |                          |     |     |                   |  |  |                            |     |     |                   |  |  |                                                                                                                         |
| Economically Disadvantaged | 38%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 62%                                                                       |                          |                           |                  |    |     |                   |  |  |                          |     |     |                   |  |  |                            |     |     |                   |  |  |                                                                                                                         |
| meeting/exceeding          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                           |                          |                           |                  |    |     |                   |  |  |                          |     |     |                   |  |  |                            |     |     |                   |  |  |                                                                                                                         |
| CAASPP/ELA                 | <p>CAASPP Scores Grades 3-5</p> <p>2023</p> <p>71.72 % Overall meeting/exceeding</p> <p>2024</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Projected:</p> <p>ELA 70% Overall meeting/ exceeding in ELA CAASP.</p> |                          |                           |                  |    |     |                   |  |  |                          |     |     |                   |  |  |                            |     |     |                   |  |  |                                                                                                                         |

|  |                                  |  |
|--|----------------------------------|--|
|  | 66.89% Overall meeting/exceeding |  |
|--|----------------------------------|--|

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Students to be Served                                                                                                                                                                      | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.1</b>              | <p>a) Funds to pay for reading intervention teacher. Teacher will work with students who are students who are not at or exceeding grade level standards.</p> <p>b) Additional support for EL in the form of push-in support or pull out during school day and after school intervention to meet the language competencies. This will require materials, supplies and hourly pay for classified and certificated staff.</p> <p>c) If funds are available, we will try to enact the tasks below.</p> <p>1. Release days/substitutes/ F &amp; P Testing/ planning<br/>2. Fountas and Pinnell reading assessment for all students at least twice per year.</p> <p>d) Additional support for EL in the form of push-in support or pull out during school day and after school intervention to meet the language competencies. This will require materials, supplies and hourly pay for classified and certificated staff.</p> | English Language Learners and students who are not meeting grade level standards in iReady diagnostics. Students will benefit from strategies and action items as well.                    | <p>25000<br/>Targeted Allocation<br/>1000-1999: Certificated Personnel Salaries<br/>Hire Reading and Writing Intervention teacher instructs students who are below grade level in reading and writing. in small groups. Targeted Small Group Instruction for students who need additional assistance, EL, Hispanic, and Students with Disabilities, lower socioeconomic<br/>0<br/>None Specified<br/>2000-2999: Classified Personnel Salaries<br/>Substitutes / Release Time/ Professional Staff Development Training/ collaboration/ Team planning (this includes salary + benefits)</p> |
| <b>2.2</b>              | <p>1. Classrooms will utilize leveled reading materials, trade books, anthologies, daily guided reading groups, read alouds, take home libraries, and self selected reading.</p> <p>2. Academic Block of time requirement: 2 hours a day designated for literacy instruction and activities.</p> <p>3. Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan, June 2009)</p> <p>4.. Provide reading software if needed.</p> <p>5. Leveled reading books for on-site book room.</p> <p>6. Language Workshop Block for differentiated instruction.</p> <p>7. Leveled Literacy Instruction (LLI) through RSP teacher.</p>                                                                                                                                                                            | All students will have access to level reading materials, textbooks, curriculum, software, apps, licenses.of programs that support reading fluency, phonemic awareness, and comprehension. | <p>0<br/>None Specified<br/>None Specified<br/>None Specified<br/>None Specified<br/>Professional Staff Development Training/ collaboration, sub</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>2.3</b>              | 1. pay paraeducator to support classes to implement small group instruction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Low performing students will benefit from this service. Teacher will                                                                                                                       | <p>15,575<br/>Targeted Allocation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|     |  |                                                                        |                                          |
|-----|--|------------------------------------------------------------------------|------------------------------------------|
|     |  | assign paraeducator to a small group to focus on intervention support. | 2000-2999: Classified Personnel Salaries |
| 2.5 |  |                                                                        |                                          |
| 2.7 |  |                                                                        |                                          |

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

Effective schools improve student achievement through a combination of targeted small group instruction, strong Tier 1 instruction, explicit instruction, and teacher clarity. Targeted small group instruction allows teachers to differentiate learning based on student needs, provide immediate feedback, and close learning gaps through focused support. Strong Tier 1 instruction ensures all students receive high-quality, standards-aligned core instruction with rigorous engagement, scaffolded learning opportunities, and consistent checks for understanding before additional interventions are needed. Explicit instruction helps students succeed by clearly modeling skills, thinking aloud, providing guided practice, and gradually releasing responsibility to students. Teacher clarity strengthens learning by communicating clear learning intentions, success criteria, lesson purpose, and expectations so students understand what they are learning, why it matters, and how success will be measured. Together, these strategies create an inclusive, structured, and student-centered learning environment that promotes academic growth for all learners.

24-25 CAASPP Testing:

66.89% Overall meeting/ exceeding in CAASPP ELA

23-24 CAASPP Testing:

69.97 % Overall meeting/exceeding in CAASPP ELA,

22-23 CAASPP Testing:

71.72 % Overall meeting/exceeding in CAASPP ELA,

2025- 2026 iReady Diagnostic Testing

Aug. 2025 Diagnostic #1 64% Overall Meeting/ Exceeding

Feb. 2026 Diagnostic #2 69% Overall Meeting/ Exceeding

May 2026 Diagnostic #3: \_\_\_\_ Overall Meeting/ Exceeding (It will be added when available)

13 total students in EL program for grades 3-5.

Aug. 2025: iReady Diagnostic #1 0% English learner meeting/exceeding: 7 students were below 3 grade levels. 2 students were below 2 grades. 4 students were 1 grade below. 0 students meeting or above grade level.

Feb. 2026: iReady Diagnostic #2 8% % English learner meeting/exceeding: 4 students were below 3 grade levels. 3 students were below 2 grades. 5 students were 1 grade below. 1 student meeting or above grade below.

May 2025: iReady Diagnostic #3 \_\_\_\_\_ % English Learners at/ exceeding. \_\_\_\_ students were below 3 grade levels. \_\_\_\_\_ students were below 2 grades below. \_\_\_\_\_ students were 1 grade below. \_\_\_\_\_ student meeting or above grade level. (Will be added at end of May 2026)

English Learners (13 students)

Aug 2025: 0% meeting/exceeding (0 students)

Feb 2026: 8% meeting/exceeding (1 student)

Movement across levels:

3+ grades below: 7 to 4 (decreased--improved)

2 grades below: 2 to 3 (slight increase)

1 grade below: 4 ? 5 (increase)

At/above grade level: 1 (improved)

What this means:

There is clear upward movement, especially from the lowest group (3+ below dropped significantly).

However, most students are still not yet at grade level.

Growth is happening as students move up levels, even if they haven't reached proficiency yet.

Key takeaway:

This is early-stage progress—students are climbing, but not yet “arriving.”

23 students who are Hispanic

Aug. 2025: iReady Diagnostic #18% Hispanic/Latinx meeting/ exceeding: 5 students are below three grade levels. 3 students are below two grade levels. 9 students are one grade level below. 5 students are meeting or above grade level.

Feb 2026: iReady Diagnostic #3 23% Hispanic/Latinx meeting/exceeding: 4 students are below three grade levels. 6 students are below two grade levels. 5 students are one grade level below. 7 students are meeting or above grade level.

May 2026 Ready Diagnostic #3 \_\_\_\_\_ Hispanic/Latinx meeting/exceeding: \_\_\_\_\_ % Hispanic at/ exceeding. \_\_\_\_ students were below 3 grade levels. \_\_\_\_\_ students were below 2 grades below. \_\_\_\_\_ students were 1 grade below. \_\_\_\_\_ student meeting or above grade level. (Will be added later end of May 2026)

Hispanic/Latinx Students (23 students)

Aug 2025: 18% (5 students) meeting/exceeding

Feb 2026: 23% (7 students) meeting/exceeding

?? +5 percentage point growth

Movement across levels:

3+ below: 5 to 4 (improved)

2 below: 3 to 6 (increase)

1 below: 9 to 5 (decreased)

At/above: 5 to 7 (improved/ increased)

What this means:

Students are shifting upward, especially from 1 grade below into proficiency.

The increase in “2 below” suggests some students moved from deeper gaps into mid-level gaps (which is still progress).

Key takeaway:

This group shows meaningful growth and upward movement, though there is still a large group below grade level.

19 students are identified as Economically Disadvantaged

Aug. 2025: iReady Diagnostic #1 22% Economically Disadvantaged: 3 students are below three grade levels. 3 students are below two grade levels. 5 students are one grade level below. 7 students are meeting or above

Feb. 2026 iReady Diagnostic #2 28% Economically Disadvantaged: 2 students are below three grade levels. 5 students are below two grade levels. 1 student are one grade level below. 10 students are meeting or above

May 2026: iReady Diagnostic #3 \_\_\_\_\_ % Ready Diagnostic #3 \_\_\_\_\_ % Economically Disadvantaged \_\_\_\_\_ students were below 3 grade levels. \_\_\_\_\_ students were below 2 grades below. \_\_\_\_\_ students were 1 grade below. \_\_\_\_\_ student meeting or above grade level. (will be added end of May 2026)

Economically Disadvantaged (19 students)

Aug 2025: 22% (7 students) meeting/exceeding

Feb 2026: 28% (10 students) meeting/exceeding

6 percentage point growth

Movement across levels:

3+ below: 3 to 2 (improved)

2 below: 3 to 5 (increase)

1 below: 5 to 1 (big improvement)

At/above: 7 to 10 (strong improvement)

What this means:

This subgroup shows the strongest growth overall.

Many students moved from 1 grade below to at grade level, which is ideal progress.

Key takeaway:

ELA small group instruction with reading specialist is supporting students who are not on grade level.

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

We have a reading intervention program for grades K-2. The program targeted our English Learners (EL). Students would meet 3 times a week for 90 min. a week with targeted instruction focusing on the needs of the student.

From Sept. to March, we will have reading intervention program for grades K-2. If we have additional funds we will provide support to grades 3-5.

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

In the 25-26 school year for iReady overall meeting/ exceeding, we began in August at 64% and increased to 69%. Sutter's English Learner's went from 0% to 8% meeting or exceeding in ELA. In Hispanic/ Latin X we went from 18%-23% and students who are economically disadvantaged from 22%-28% meeting or exceeding.

When we administered the iReady diagnostic #3 tests were in May 2026.

Strategies used:

- 1) Targeted small group instruction.
- 2) Strong tier1 instruction
- 3) Explicit instruction
- 4) Teacher clarity

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.

Strategies:

- 1) Targeted small group instruction.
- 2) Strong tier1 instruction
- 3) Explicit instruction
- 4) Teacher clarity
- 5) Structure collaboration blocks
- 6) MTSS systems-- to ensure all students—especially those historically underserved—receive targeted, responsive support.

Metric:

We are testing grades 3-5 on IReady/ CAASPP this year and upcoming years for our measurable outcomes. .

Goal is to show growth in iReady and CAASPP in all subgroups.

- 1) Funding, we are receiving less money which will shorten our reading intervention program end time by a month or two. Other schools have district intervention programs while Sutter does not receive any district support.
- 2)) The district and site will continue to implement the adopted phonics/ morphology and newly adopted writing program which will be used to improve ELA outcomes. Staff completed cross grade collaboration as well as grade level collaboration to align writing standards. Sutter teachers worked with our instructional to improve instructional practices by using the latest writing strategies in class: GIST and TIDE. In our school wide wrtiing PBA 34% to 82% meeting standards. 83% meeting standards and only 1 student decreased. (220 students assessed).

# 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.

#### Academic Achievement and Equity

Support continuous improvement through professional learning, equitable systems, data-informed decision-making, and strong organizational practices.

Students and staff will be in a positive school environment that promotes collaboration and character education.

Increase positive student responses (agree and strongly agree) to SEL Survey Self Awareness-Learning Questions: I like it when schoolwork is challenging; I am good at learning new things; Even if the work in my classes is hard, I can learn it

Increase positive student responses (agree and strongly agree) to SEL Survey Social Awareness-Classroom Setting: I actively participate in class discussions, I feel comfortable asking questions, I am comfortable asking my teacher(s) for help

we will improve chronic absenteeism rates from Very High to Medium for students with disabilities and socioeconomically disadvantaged students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1:Academic Achievement and Equity

### Identified Need

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

Based on responses from students in Grades 3-5, two areas on the SCCOE SEL Survey were identified as areas of improvement, only 32.2% of students responded positively to the Self-Awareness Learning competency area and only 37% responded positively to the Social-Awareness Classroom competency area.

### 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                                                                                                |
|---------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| CHKS survey         | 22.2% of student responses were positive                                                               | 40% of student responses are positive                                                                           |
| Chronic Absenteeism | Overall: 13.3%<br>Socioeconomically disadvantaged students: 33.3%<br>Students with disabilities: 22.2% | Overall: 10% (Future goals)<br>Socioeconomically disadvantaged students: 28%<br>Students with disabilities: 17% |

### Strategies/Activities

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

| Strategy/Activity # | Description                                                               | Students to be Served                                              | Proposed Expenditures            |
|---------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------|
| 3.1                 | To implement PBIS program:<br>1. Continue staff training PBIS for Tier 2. | All students and staff are taught character education to promote a | None Specified<br>None Specified |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                               |                                                                                                                                                                                                                                                             |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <p>2. Staff will form Tier 1 and Tier 2 PBIS teams at the beginning of the school year.</p> <p>3. Staff will meet regularly to review and analyze data of SWIS data and discuss PBIS topics.</p> <p>4. PBIS facilitators will report out every staff meeting on PBIS news.</p> <p>5. PBIS team and staff will develop PBIS student expectations.</p> <p>6. Students will be trained the school rules at the beginning of the school year.</p> <p>7. Students will review PBIS 3 B's rules every morning.</p> <p>8. Students will be trained once a trimester on Sutter School Expectations in either centers, assemblies.</p> <p>9. All staff and students are trained in the PBIS.</p>                                                                                                                                                                                                                                              | positive school environment.                                                                                                  | substitutes for training and collaboration meetings                                                                                                                                                                                                         |
| <b>3.2</b> | <p>1. Staff will collaborate weekly in professional learning communities to analyze student growth and needs both academically and social-emotionally.</p> <p>2. Staff trained in Professional Learning Community (PLC) district training, site staff development, and institute PLC practices in grade level, staff, and general meetings.</p> <p>3. PLC team will participate in training by the district.</p> <p>4. PLC team will meet weekly to develop lesson plans for staff development with staff.</p> <p>5. PLC team and principal will monitor staff using PLC practices to improve communication, collaboration and social well being.</p> <p>6. Sutter Staff will attend PLC training conferences.</p> <p>7. Training for programs and curriculum that improve academics and teacher instruction</p> <p>8. Subs for release time</p> <p>9. Resources</p> <p>10. Travel</p> <p>11. Conference</p> <p>12. Meal stipend</p> | All students, with a focus on students most in need of support                                                                | <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>1/2 day grade level planning (sub. release days)</p> <p>None Specified</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Coaching for Teachers and Administrators</p> |
| <b>3.3</b> | <p>1. MTSS/Cycle of Inquiry (including SST/Student Success Team)</p> <p>2. Counseling services.</p> <p>3. 5th grade transition visit from middle school staff</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Students who are identified by staff and parents who need counseling or assistance in academic performance.                   | <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>substitute teacher to release teacher for SST/ IEP meetings</p>                                                                                                                                     |
| <b>3.4</b> | Teachers will have weekly collaboration meetings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Teachers will meet weekly to look at all students data especially focusing on students who are not proficient in ELA or Math. | <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Substitute/ Release Time/ Professional Staff Development</p>                                                                                                                                        |

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

District PBIS team will do 3 PBIS walkthroughs to determine the effectiveness of our PBIS program to improve school climate. We review Panoramic or CHKS or DRS survey.

- 1) Walkthroughs help us determine consistency of PBIS practices. Walkthroughs percentage is 85% percentile or higher of best practices.
- 2) We have received PBIS Silver Award multiple times.
- 3) Panoramic and CHKS surveys are used to get feedback on school climate.
- 4) Lowering chronic absenteeism.

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

In 2026-2027 weekly collaboration master schedule may be changing due to PE schedules in 26-27 changing. This may effect on dedicated weekly collaboration times. Check in and Check in and Check out will be effected due to change of schedule of PE teachers. Before PE teachers were on campus 5 days a week. This upcoming year it will be less. This will affect our Tier 2 intervention for PBIS.

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.

in 2026-2027, some MTSS structures will change due personnel changes with PE. It will effect check in check out program and weekly teacher collaboration times.

# 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       | \$40,575.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$          |

## Other Federal, State, and Local Funds

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

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

| Federal Programs                    | Allocation (\$) |
|-------------------------------------|-----------------|
| rCalc_TotbyFSGrpFederal_50_FundSrc} | \$              |

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

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

| State or Local Programs                | Allocation (\$) |
|----------------------------------------|-----------------|
|                                        | \$0.00          |
| Donations                              | \$0.00          |
| None Specified                         | \$0.00          |
| Targeted Allocation                    | \$40,575.00     |
| rCalc_TotbyFSGrpStateLocal_50_FundSrc} | \$              |

Subtotal of state or local funds included for this school: \$40,575.00

Total of federal, state, and/or local funds for this school: \$40,575.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source      | Amount | Balance |
|---------------------|--------|---------|
| Targeted Allocation | 40,575 | 0.00    |

## Expenditures by Funding Source

| Funding Source      | Amount    |
|---------------------|-----------|
|                     | 0.00      |
| Donations           | 0.00      |
| None Specified      | 0.00      |
| Targeted Allocation | 40,575.00 |

## Expenditures by Budget Reference

| Budget Reference                           | Amount    |
|--------------------------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | 25,000.00 |
| 2000-2999: Classified Personnel Salaries   | 15,575.00 |
| None Specified                             | 0.00      |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                           | Funding Source      | Amount    |
|--------------------------------------------|---------------------|-----------|
|                                            |                     | 0.00      |
| 2000-2999: Classified Personnel Salaries   | Donations           | 0.00      |
| None Specified                             | Donations           | 0.00      |
| 2000-2999: Classified Personnel Salaries   | None Specified      | 0.00      |
| None Specified                             | None Specified      | 0.00      |
| 1000-1999: Certificated Personnel Salaries | Targeted Allocation | 25,000.00 |

2000-2999: Classified Personnel  
Salaries

Targeted Allocation

15,575.00

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 0.00               |
| Goal 2      | 40,575.00          |
| Goal 3      | 0.00               |
| Goal 4      | 0.00               |

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

| Name of Members   | Role                       |
|-------------------|----------------------------|
| Michael Fong      | Principal                  |
| Lori Droze        | Other School Staff         |
| Paula Cappelloni  | Classroom Teacher          |
| Marlene Wilhelm   | Classroom Teacher          |
| Sara Sicolo       | Parent or Community Member |
| Leandro Dominguez | Parent or Community Member |
| Theresamai Cao    | Parent or Community Member |
| Ian Vo            | Parent or Community Member |
| Rachel Ghezzi     | Parent or Community Member |
| Mary Garrett      | Classroom Teacher          |
| Gustavo Estrada   | Classroom Teacher          |

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 8, 2025.

Attested:



Principal, Michael Fong on April 6, 2026



SSC Chairperson, Mary Garrett on April 6, 2026