School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sutter Middle School	34673306118012	September 26, 2019	October 24, 2019

Table of Contents

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Sutter Middle School plans to meet the Every Student Succeeds Act(ESSA) requirements per Local Control and Accountability Plan(LCAP) by addressing the academic, Social and Emotional Learning (SEL), and college and career readiness needs of all students. As such, we will offer appropriate grade level curriculum to all students. Where students need additional supports, they will receive intervention both within and outside of the school day. Progress monitoring using multiple sources of data and information will guide student progress and provide feedback to the Response to Instruction/Intervention (RtI) teams to determine next course of action. The Positive Behavior Intervention Supports (PBIS) group will work with training for staff to promote building positive relationships with students. Creating and fostering a positive school culture will be the guiding premise of the PBIS team.

School Vision and Mission

Learning for all; Whatever it takes.
Our vision can be accomplished by preparing ALL students for success in high school and beyond through:
Continually raising expectations
Building positive relationships
Providing necessary supports
We focus on student learning and achievement with the idea that all students can learn. We commit to improving the culture of our school through strong academics and behavioral expectations and supports. Our focus is to provide an equal learning opportunity to all students and focus on providing additional services where applicable.

School & Community Profile

The vision at Sutter is "Learning for all - Whatever it takes"; We take that very seriously.

Sutter Middle School (SMS) is located thirty minutes East of Sacramento in the foothills of the Sierra Mountains in the town of Folsom(population 73,000, elevation 220 ft)   With a population of 1,515 students, SMS serves sixth, seventh and eighth graders. Sutter Middle School takes great pride in challenging students and meeting their academic and developmental needs. As a school, Sutter has excelled in a number of areas from academics to music to athletics to support for our special needs populations. Our students' success is attributed greatly to the collaborative efforts of students, staff, and parents at Sutter Middle School.

The development of organizational skills is a key component at the middle school level. Sutter provides all students with daily planners so that students may remain organized with due dates and work assignments. Students start their academic day in Advisory. This class gives students a home base where organization and the business of school may occur without interfering with students' academic classes. This time is also utilized to help students discover and talk about issues and challenges that they face in their lives. The development of their character is one of the focuses of Advisory. Sutter has focused this year on Cougar Character Pillars with support from the Parent Teacher Association (PTA). There is team of teachers, counselors and administration that work closely on developing weekly messages for all students that support the Pillars of Cougar Character and also provide information about the challenges of bullying and how to address it, report it, and overcome the challenges of bullying in middle school. Internet safety and

cyberbullying are also addressed at this time. In addition, this year will provide the second year of Where Everybody Belongs (WEB) orientation for incoming sixth graders hosted by a selected and trained group of eighth grade students. The intent is to provide a more welcoming transition, and to continue to support new students throughout the school year. In addition, WEB 8th graders are put into advisory classes that meet together to plan activities for 6th graders.

At Sutter, a child's academic success, as well as their development as a productive citizen, is of utmost importance. Classes at all levels are in place to challenge each student according to their needs. Support classes have been built into the academic day to further assist students in need in the mastering of the Common Core curriculum. In addition, curricular support is offered to those students who qualify with special education needs. Sutter implements an inclusion model; research based best practices document that students will receive a better education from a highly qualified general education teacher who is supported by the expertise of a special education instructor. There are general education curriculum support classes as well as curriculum support for Individual Education Plan (IEP) students. Team teaching models of inclusion in the areas of math and English and Language Arts (ELA) are in place. There is also a Math Intervention Specialist Teacher who will support with data collection, analysis, performance support, curriculum support and work with special ed, English Learners (EL) and Low Income (LI) students. In addition, there is an Intensive English class set up for EL students who need a double block of English to learn the fundamentals of the language using iLit and moving towards grade level curriculum. This year we will have a Strategic English class offered at each grade level to target the students who are more than two grade levels below and are not qualified for other support services.

We are very proud of our strong music program. Over 300 students participate in choir, orchestra or band here at Sutter Middle School. All programs received high marks at the Golden Empire music festival. The Sutter Middle School Jazz Band has risen to the ranks of top honors. We continue to see excellence in this program as well as all of our music programs here at Sutter. Students at Sutter have a variety of academic opportunities. Honors classes are offered in language arts, and advanced math classes are in place to further challenge students. In addition, there is now a language program that begins in the 6th grade, allowing students who successfully complete the strand to enter high school with Spanish 2 already completed, and finish their 3rd year of a language as early as their freshman year. The exploratory "elective" program provides students with opportunities to experience Computer Applications, Technology Project Lead The Way (PLTW), Drama, Art, and Support, and this year Spanish 1A (a two year elective to help transtion students to the high school in their second year of Spanish). Yearbook and Leadership class are offered to students. The Yearbook group creates the student yearbook, with a focus on design, articles, and photography. Leadership students focus on positive school culture, lunch activities, and dances. In addition, we are a certified Project Lead the Way middle school offering various introductory engineering, robotics, computer sciences, and biomed classes. There are over 350 students involved in Science Technology Engineering and Math (STEM) classes here at Sutter. This year a group of science, math, social studies and English teachers along with two PLTW teachers will be working with a group of 105 6th and 75 7th graders. The team has thematically interwoven their own integrated curriculum that is common core focused. They are also working on developing their own computer software program that leads students working on laptops through a story based integrated curriculum. Physical Education (PE) classes utilize heart rate monitors to tailor programs to students' health and fitness needs. During PE classes, the local law enforcement Student Resource Officers come and discuss internet safety with students of all ages. PE classes also recognize a "Student of the Month" each month. Special needs students can be served in one of four programs on campus designed to meet their needs while incorporating them into the mainstream as much as possible.

Sutter has high behavioral expectations for our students, and holds recognition assemblies each trimester for those students who have been role models of excellent Cougar Character and/or straight "A" academic performance. Students are also recognized monthly with Cougar Character Awards for modeling exceptional behavior at school or for demonstrating respect and compassion for others. There is a pancake breakfast for those being recognized with outstanding Cougar Character every trimester. The values and best practices of using positive behavioral supports are strongly valued. We have implemented (In Lieu of Suspension Services) iLoss to provide restorative justice; iLoss keeps students in class while providing the necessary skill building through mental health services (MHS) and use of the School Resource Officer (SRO).

Sutter provides a myriad of activities, sports and clubs for students. For those students who may want to challenge their more academic side, Sutter has an Honor Society. Participation in the district and county science fairs, National Science Competition, National History Day competition, Sacramento Spelling Bee, and the annual Masonic Lodge Essay Contest provide students opportunities to demonstrate their academics gifts outside the classroom. This year the PLTW students participate in the "School of the Future" competition and an annual regatta sponsored by the high school. Our participation in athletics is very high; we offer boys and girls volleyball and basketball, as well as cross-country, wrestling and track for students in all three grades. If your child is more altruistic or community-service inclined then there are Student Council, Student Advisory Board, Site Council, Hands for Hope, Club Live, or Yearbook in which they can participate. In addition, after school programs include Mathematical Olympiads for Elementary and Middle Schools (MOEM's) math competition club, National Science Club, Chess Club, First Lego League robotics club, School of the Future club, rollercoaster building club, Mountain Bike Club, and Homework Club. This year we have added a

programming club that is not exclusive to, but highly encourages, the participation of young female students to build the capacity and self esteem in STEM activities. The competition club is a class/club that offers students the opportunity to compete in national and international competitions. Last year a team of three young ladies came in second in an international competition to design their own school. Teams compete in local and regional competitions also; all of which allow students to problem solve, build, and use their creativity. This year, based on results of surveys to students, we will have a Principals Advisory Board (PAB) that meets once a month to discuss issues that are important to students and give them a greater voice in policy and procedures.

Our community involvement is high. We have a strong Parent Teacher Association (PTA). We have a wonderful relationship with Folsom's Hope, a non-profit community based organization. They support our mentor program as well as our after school program that services at-risk students that are socio-economically disadvantaged. We work with the City of Folsom to share facilities. The local Boy Scout troops use our facilities, and often there are Eagle Scouts that work with our site to do community service projects. Parents work on our English Learner Advisory Committee (ELAC) and Site council committees.

It is our mission at Sutter Middle School to provide "Learning for All; Whatever it Takes". We have created a program that is challenging and tries to meet the needs of every student. We value the support and participation of parents and the community, and as we grow we know that our programs, both academic and developmental, will only get stronger.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student surveys include California Healthy Kids Surveys and surveys that are created by the student leadership class for different grade levels. Parents are surveyed by district and at PTA meetings for input. Staff are surveyed multiple times per year for their input on where staff feels about goals achievement. Students are surveyed during advisory class for input on student activities and advisory activities. Smaller groups of students are surveyed as representative of whole group on occasion.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal evaluation process requires documented process for evaluations using Talent ED/Perform on-line process. Administration does both formal and informal evaluations throughout the school year. District level administrators do walk through observations at least three times per year. Site Division Leaders do informal classroom observations per their job descriptions. Teachers are offered release time by administration to go in and observe peers as arranged by one another and/or per request by teachers.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The use of California Smart Balanced Assessment Consortium (SBAC) testing, California Alternate Assessment (CAA), ELAC, and data from i-Ready. The site is working on Professional Learning Community (PLC) goals that focus on common assessments across the disciplines at every grade level. The results will be used to plan instruction and for program placement. The results show growth. Data is accessed through Illuminate. District level math, ELA, and foreign language assessments are utilized. PE assesses for the national PE fitness standards.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers will conduct curriculum assessment regularly, as directed by the district's adopted curriculum, to regularly monitor student progress. These results will qualify students for interventions which could include after school interventions or moving students to more advanced classes or intervention classes. Teachers should all be using the classroom and department assessments to drive instruction for the assessment of student learning and progress. The teaching staff will focus on informal and formal assessments for their Professional Development for the year. Data collected through student surveys and discussions in student groups such as WEB, PAB, and Associate Student Body (ASB) will drive the SEL professional development for the school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff is highly qualified and credentialed in the subject area that they teach.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff are participating in on-going professional development. Professional development will focus PLC work to include formal and informal assessments, training for PLTW, inclusion model instruction, and PBIS/SEL goals as set by the staff.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is based on instruction and assessment as it relates to student learning.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District lead teachers provide on-going support to teachers. The professional development cadre facilitates Instructional Focus Meetings to provide teachers time for collaboration. Two minimum days per year will be used for the primary focus of targeted Professional Development. PTA will support teachers in going to professional development that will assist in meeting school goals and vision; this year the focus will be on both academic and social and emotional learning.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level collaborations occur twice per month for all grades. These collaborations center around common assessments, curriculum delivery, shared lesson planning, and needs analysis. Grade level teams collaborate once per month to discuss student progress towards meeting curricular goals as well as to collaborate about the planning of curriculum across the disciplines. Staff meets once per month and the focus of those trainings are all centered around assessment and accountability, safety, and SEL.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers are in a constant cycle of evaluating curriculum, instruction and assessments as they pertain to student learning and performance standards. Content areas are focused on professional development that is focused on the development of Essential Questions, Shared Inquiry, and Seven Strategies for Assessment. In addition the science department will focus on the integration of the new Next Generation Science Standards (NGSS) and their immediate implementation. ELA will focus on Study Sync and/or iLit. Math and social studies are focused in their content area on the development of common assessments. Social studies will use the new curriculum this school year; their goal will include developing common learning targets and common formative and summative assessments.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school schedule provides students with the required number of instructional minutes per day. Additional minutes are provided for music and language opportunities through a zero period offered in the morning. All students are provided minutes that focus on Character Development and anti-bullying during advisory Monday through Thursday.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District pacing windows allow teachers to monitor their instructional progress. Assessment windows allows teachers to monitor student progress. Sutter is continuing to have a three trimester reporting period. Goals for students on Individualized Education Plans also have reports on progress provided during these three windows. Annual reports to parents happen once per year at a minimum for students on IEP's.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Materials are available to all student groups.   When there has ever been a lacking area, the district has been able to access books for growth. There are supplemental materials available for students to access curriculum that is focused on provided assistance to EL students and students on Individualized Education Plans. iLit is being implemented for EL/EO students to meet growth in ELA and iReady is used for intervention for students who are not currently at grade level. The district has also supported the science program through the purchase of Amplify on line curriculum.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers have been trained in the use of supplemental curriculum including, but not limited to, iLit and Amplify. Training has been provided for the new Spanish texts. All teachers are cleared in Cross-cultural Language and Academic Development (CLAD) and meet the requirements for highly qualified teachers. Career Technical Education pathways are started in order to for students to follow through completion and/or certification in the high school. Training will continue in Illuminate so that progress monitoring of interventions will continue. Training for science teachers is in year two and implementation is year one this school year.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We support an inclusion model in all core subject areas. If a student is more than two grade levels below, there are intensive and/or strategic classes designed to make them grade level ready so they can access grade level curriculum in the areas of ELA and math. Additional after school interventions are also offered. Both general and special education electives that provide additional assistance with curriculum and student achievement are available within the school day. In addition to double-block iLit ELA classes for students that are more than two grade levels below, in the 2019-2020 school year we will utilize Lower Performing Students Block Grant monies to add 1-2 math classes with reduced class sizes and a focus on mastery of targets to assist students who need math support.

Evidence-based educational practices to raise student achievement

Teachers are trained in BEST practices. Site has implemented through the Intervention Team the Positive Behavioral Supports model. Ongoing training in assessment strategies are scheduled utilizing the Seven Strategies for Assessment for Student Learning. Project Lead the Way is running with four year long classes and one exploratory section. We added a fourth PLTW class this year that focuses on programming and game design. Second Step is still being implemented for anti-bullying. DuFour's Learning by Doing is our model for PLC work, and all of the department leads have been through extensive training. This year we will send a team of five to the ATI training in Denver, Colorado. Students are given the opportunity to be a part of a STEM school in which students share teachers in 6th and 7th grade to encourage success in the STEM integration of skills into real life problem solving. In 8th grade students choose their area of interest to pursue before entering the high school career pathways. Love and Logic trainers are on site. This year the PTA will fund training for staff, parents and students on Growth Mindset and Grit.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Site Council, PTA, ELAC committee which focus on supports for under-achieving students. The PTA organization is an active group on campus. They do an annual fundraiser to provide resources for the school. The web site posts information to parents including Back to School Night, athletics, clubs, upcoming social events and other activities. There is a daily bulletin posted. The principal will use the district level communication system to get pertinent information out to all parents. The School Site Council and the PTA are focused on providing assistance for all students with a focus on those who are underachieving.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our school's Site Council consists of five staff members including the principal, three parents and two students. They advise on school goals and use of funds. The ELAC committee is comprised within the Site Council. Parents work in the STEM academy as Career Technical Education resources. They help students to understand the many career opportunities available to them in STEM related careers. Parents also work to support our education beyond the classroom through field trips.   The counselors organize a Career Day for the 8th grade students in the Spring that involves the community coming into classrooms to support career exploration.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

District level funds are used to provide professional development, additional AP and counselor time, supplemental curriculum and web-based technology programs. EL/LI funding provides a math intervention teacher. Sacramento County Office of Education (SCOE) provides a Community Action for Responsive Education (CARE) teacher for at-risk 8th grade students. Project Lead the Way funding is provided by the district to encourage the participation of students in STEM in order to implement the Engineering Design process for problem solving. Lower Performing Students Block Grant provides funding for 3 year period to use to support identified students who are struggling but do not qualify under IEP, EL or 504 supports.

Fiscal support (EPC)

Sutter has access to district support funds and PTA funds. Community funding is also significant with matching grants through corporations such as Folsom Rotary clubs, Intel, Walmart, and Wells Fargo and School Credit Union.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

PTA Meetings:
Third Wednesday of every month 3:30-4:30/5:00 PM

Site Council meetings:
August 21, September 26, December 18, April 15

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

Department meetings:
Two meetings per month on Friday from 2:20-3:30 (first and fourth Friday of the month)

Grade level team meetings:
One meeting per month on Friday from 2:20-3:30 (second Friday of the month)

ELAC meetings:
August 21, September 26, December 18, April 15

Site based Leadership Team PLC meetings:
The first Thursday of every month from 8 - 8:45 AM
In addition, Leadership PLC meets for 1/2 day the week prior to school starting and the week following school ending (or during one of the minimum days the last week of school)

Folsom's Hope Coordinator meetings:
May 7, 2019 and August 6, 2019 with intent of budgeting and reviewing LCAP needs

PBIS team meetings:
Mornings: 9/18, 10/30, 1/29, 3/26

Afternoons: 8/26, 12/18, 2/26, 4/30

WEB team meetings:
Twice per trimester for planning
Daily with students, M-Th

Student Advisory Board (SAB) meetings:
9/11, 10/9, 11/13, 12/4, 1/8, 2/12, 3/12, 4/9, 5/3

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

PAB (Principal's Advisory Board) - student representative group comprised of 2 students per advisory
Beginning the 2nd week in September the student representative group will meet monthly
8th graders on first Tuesday, 7th graders on second Tuesday, and 6th graders on first Tuesday

Resource Inequities

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

Sutter has received approximately $120,000 to use over a three year period. The monies are from the Lower Performing Student Block Grant. The monies are to be used to support students who are not identified in other funding groups such as IEP students and EL students. These identified students who are performing far below grade level will receive intervention to support them. The intervention may be in the form of Professional Development (PD) provide to staff to provide better Tier 1 instruction. The funds could provide sections to lower class size. The funds could provide before or after school intervention. The use of the funds will be documented through grant use applications.
We also access funding like EL/LI to add PD, staff (like clerical - parent coordinators) and campus monitors through this additional inequities funding source.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.1%	%	%	2	4	5
African American	2.6%	%	%	38	34	32
Asian	22.5%	%	%	332	399	391
Filipino	2.6%	%	%	38	41	45
Hispanic/Latino	10.9%	%	%	161	150	147
Pacific Islander	0.2%	%	%	3	5	6
White	57.2%	%	%	846	790	804
Multiple/No Response	4.0%	%	%	59	65	86
			Total Enrollment	1,479	1,488	1,516

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6	475	430	491
Grade 7	508	538	489
Grade 8	496	520	536
Total Enrollment	1,479	1,488	1.516

Conclusions based on this data:

1. In the 2016-2018 school years the population of students had increased; there was a bubble of students attending Sutter.

2. The current registration at 1,519 is slightly above the level in 2018-2019.

3. Choice forms and Inter District agreements are again allowed at Sutter Middle school; the impact on our attendance is an increase from last year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	38	55	72	2.6%	3.7	4.7
Fluent English Proficient (FEP)	295	142	143	19.9%	9.5	9.4
Reclassified Fluent English Proficient (RFEP)	2	193	181	5.4%	13.0	11.9

Conclusions based on this data:

1. EL students will receive both one block of specific EL language and one block of grade level writing and language instruction.

2. ELA is an area that needs targeted growth for EL students; the 4.7% of students who are classified at EL are under-performing.

3. Continued double block of iLit for EL students will be necessary to continue supporting the EL population.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	473	435	492	467	426	484	467	426	484	98.7	97.9	98.4
Grade 7	506	533	477	499	527	471	498	527	470	98.6	98.9	98.7
Grade 8	503	508	510	497	503	506	497	503	506	98.8	99	99.2
All Grades	1482	1476	1479	1463	1456	1461	1462	1456	1460	98.7	98.6	98.8

Overall Participation for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2568.	2566.	2564.	28	30.52	29.34	42	37.32	36.57	21	20.42	22.11	8	11.74	11.98
Grade 7	2587.	2596.	2594.	27	30.74	30.21	42	42.13	42.34	20	16.32	16.17	11	10.82	11.28
Grade 8	2597.	2609.	2631.	24	26.84	38.54	37	44.33	38.74	26	19.28	16.40	12	9.54	6.32
All Grades	N/A	N/A	N/A	27	29.33	32.81	40	41.48	39.18	23	18.54	18.22	11	10.65	9.79

Overall Achievement for All Students

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	31	37.09	38.64	54	47.42	46.07	15	15.49	15.29
Grade 7	36	41.18	41.70	48	46.30	44.68	17	12.52	13.62
Grade 8	36	46.32	52.17	45	40.95	37.15	19	12.72	10.67
All Grades	34	41.76	44.32	49	44.78	42.53	17	13.46	13.15

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	42	42.25	38.64	44	40.85	42.98	14	16.90	18.39
Grade 7	43	49.91	49.15	44	37.19	38.94	13	12.90	11.91
Grade 8	37	40.56	49.80	46	44.73	41.11	17	14.71	9.09
All Grades	41	44.44	45.89	45	40.87	41.03	14	14.70	13.08

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 6	25	27.93	33.26	68	65.26	57.64	7	6.81	9.09
Grade 7	21	24.48	21.06	70	64.71	68.94	9	10.82	10.00
Grade 8	24	28.03	36.17	69	64.41	57.91	7	7.55	5.93
All Grades	24	26.72	30.34	69	64.77	61.37	8	8.52	8.29

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 6	39	37.32	34.71	55	51.17	54.96	5	11.50	10.33
Grade 7	35	37.00	38.51	54	51.23	51.49	11	11.76	10.00
Grade 8	34	38.77	50.20	54	46.72	42.49	12	14.51	7.31
All Grades	36	37.71	41.30	54	49.66	49.52	9	12.64	9.18

Conclusions based on this data:

1. Literacy is increasing; iLit bringing students closer to grade level and support of inclusion students is having impact on rising scores.

2. Research and Inquiry has increased with a focus on this area across the curriculum in ELA, Social Studies, and Science classes. In addition, the use of implemented StudySync curriculum should be supporting an increase in standards met in this subcategory.

3. ELA scores have maintained and not dropped in this school year so the data is similar to that of 2018-2019.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	473	435	492	466	431	485	464	431	485	98.5	99.1	98.6
Grade 7	505	533	477	496	532	471	494	532	471	98.2	99.8	98.7
Grade 8	503	508	510	496	505	507	493	505	507	98.6	99.4	99.4
All Grades	1481	1476	1479	1458	1468	1463	1451	1468	1463	98.4	99.5	98.9

Grade Level	Overall Achievement for All Students											
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2576.	2572.	2570.	36	33.64	34.85	28	29.23	25.77	26	25.75	25.77	10	11.37	13.61
Grade 7	2584.	2592.	2576.	34	31.95	28.66	24	29.32	27.18	26	27.26	27.81	16	11.47	16.35
Grade 8	2591.	2617.	2621.	31	38.61	38.66	20	22.97	24.85	25	25.35	25.25	25	13.07	11.24
All Grades	N/A	N/A	N/A	34	34.74	34.18	24	27.11	25.91	26	26.16	26.25	17	11.99	13.67

Grade Level	Concepts & Procedures — Applying mathematical concepts and procedures								
	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	43	47.33	40.29	39	33.64	39.88	18	19.03	19.83
Grade 7	41	43.23	39.49	36	39.29	35.67	23	17.48	24.84
Grade 8	36	44.95	43.39	33	35.25	40.83	31	19.80	15.78
All Grades	40	45.03	41.11	36	36.24	38.85	24	18.73	20.04

Grade Level	Problem Solving & Modeling/Data Analysis — Using appropriate tools and strategies to solve real world and mathematical problems								
	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	36	31.32	34.64	49	52.44	45.57	15	16.24	19.79
Grade 7	39	34.59	32.48	43	50.75	46.50	17	14.66	21.02
Grade 8	38	42.57	45.76	45	45.15	43.59	17	12.28	10.65
All Grades	38	36.38	37.80	46	49.32	45.18	16	14.31	17.02

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	37	35.50	38.76	49	48.03	43.71	14	16.47	17.53
Grade 7	36	36.28	30.57	49	51.88	53.08	15	11.84	16.35
Grade 8	28	38.22	38.26	55	47.13	50.49	17	14.65	11.24
All Grades	34	36.72	35.95	51	49.11	49.08	15	14.17	14.97

Conclusions based on this data:

1. 86% of students are above, at or near standards.

2. 2019 data will show a small decline in overall math performance.

3. Math should be an area of focus for growth in the coming year.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1539.3	1557.1	1521.0	11
Grade 7	1561.1	1561.9	1559.9	21
Grade 8	1601.7	1615.9	1586.9	14
All Grades				46

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	11
Grade 7	*	*	*	*	*	*	*	*	21
Grade 8	*	*	*	*	*	*			14
All Grades	23	50.00	13	28.26	*	*	*	*	46

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*			*	*	11
Grade 7	13	61.90	*	*			*	*	21
Grade 8	11	78.57	*	*					14
All Grades	29	63.04	14	30.43			*	*	46

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	11
Grade 7	*	*	*	*	*	*	*	*	21
Grade 8	*	*	*	*	*	*	*	*	14
All Grades	19	41.30	*	*	*	*	*	*	46

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	11
Grade 7	*	*	11	52.38			21
Grade 8	*	*	*	*			14
All Grades	22	47.83	23	50.00	*	*	46

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	11
Grade 7	14	66.67	*	*	*	*	21
Grade 8	12	85.71	*	*			14
All Grades	34	73.91	*	*	*	*	46

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	11
Grade 7	*	*	*	*	*	*	21
Grade 8	11	78.57	*	*	*	*	14
All Grades	21	45.65	*	*	15	32.61	46

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	11
Grade 7	*	*	14	66.67	*	*	21
Grade 8	*	*	*	*			14
All Grades	11	23.91	33	71.74	*	*	46

Conclusions based on this data:

1. Writing needs to be an area of focus for our EL population.

2. This year's EL data shows significant declines; many students were reclassified to Reclassification Fluent English Proficient (RFEP) and thereby their scores were not included in the statistics. Only the lower EL students data shows this year. It should be reflected that this year is like a base year for the future years to come to measure progress. Removing the higher performing EL students' data created the "loss".

3. 5 of the 12 students scoring a 1 for performance are also in the Independent Living Skills classes all day with moderate to severe disabilities.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,516	**20.4%**	**4.7%**	**0.1%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	72	4.7%
Foster Youth	1	0.1%
Homeless	31	2.0%
Socioeconomically Disadvantaged	309	20.4%
Students with Disabilities	133	8.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	32	2.1%
American Indian	5	0.3%
Asian	391	25.8%
Filipino	45	3.0%
Hispanic	147	9.7%
Two or More Races	86	5.7%
Pacific Islander	6	0.4%
White	804	53.0%

Conclusions based on this data:

1. Our enrollment is growing.

2. The population of students that are EL, foster youth, homeless, socioeconomically disadvantaged, and special ed make up 36% of the population; this is a group that is more difficult to make progress with and needs additional interventions and supports to be successful.

3. It is important to note for disproportionality that only 2.1% of the population is African American; when we look at suspensions if even one student is suspended in our group, it will invariably increase the disproportionality rates.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Blue

Mathematics

Green

English Learner Progress

No Performance Color

Academic Engagement

Chronic Absenteeism

Green

Conditions & Climate

Suspension Rate

Yellow

Conclusions based on this data:

1. Sutter is going to target lowering our suspension rates: utilize other opportunities such as Marriage and Family Therapist (MFT), SRO on campus, mandatory group meetings.

2. Need to target African American and Special Education (SPED) populations as those are higher subgroups for suspension than others; bring to PBIS team for targeted messages and counselors for group.

3. For students with repeat suspensions work on check in and check outs, behavior plans, increased positive interactions, and groups.
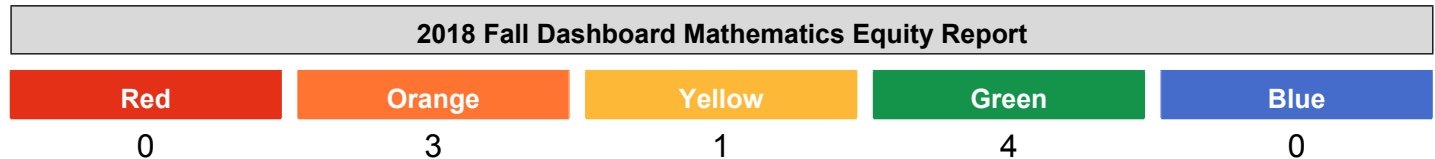
School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	5	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Yellow	No Performance Color
47.7 points above standard	8.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 5.2 points	Increased 5.7 points	
1433 students	122 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
32.4 points below standard	1.1 points below standard	50.5 points below standard
Increased 12.5 points	Increased 5.9 points	Increased 3.6 points
34 students	275 students	130 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Green
12.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	90.1 points above standard	67.8 points above standard
Maintained -2.2 points	4 students	Increased 6 points	Declined -10.9 points
28 students		375 students	38 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Green
5.1 points above standard	45.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	35.3 points above standard
Increased 5.6 points	Declined -6.4 points	6 students	Increased 7 points
139 students	86 students		757 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
94.4 points below standard	35.6 points above standard	41.8 points above standard
Declined -3.1 points	Increased 9.1 points	Increased 6.6 points
41 students	81 students	1055 students

Conclusions based on this data:

1. Focus for increased progress needs to be on these subgroups: EL, Sped, SocioEconomically Disadvantage (SED) students.

2. Support of SED students through STARS after school program will provide academic support and guidance to those students.

3. EL and Sped students will receive increase in opportunities for the double block iLit classes to meet their individual growth needs.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	4	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
21.8 points above standard	17.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6 points	Declined -3.2 points	1 students
1435 students	122 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
71.4 points below standard	32.3 points below standard	82.2 points below standard
Increased 9.6 points	Maintained -0.7 points	Declined -11.2 points
34 students	277 students	132 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	Green
35.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	86.8 points above standard	36.3 points above standard
Declined -25.7 points		Declined -4.3 points	Declined -6.1 points
28 students	4 students	375 students	38 students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Green	No Performance Color	Green
32.1 points below standard	17.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	1.8 points above standard
Declined -4.6 points	Maintained -0.3 points		Declined -6.2 points
139 students	86 students	6 students	759 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
94.7 points below standard	21.6 points above standard	9.7 points above standard
Maintained -0.2 points	Declined -5.9 points	Declined -5.2 points
41 students	81 students	1057 students

Conclusions based on this data:

1. Target subgroups should be: SED, Sped, and Hispanic students

2. Use of funding for STARS after school program for academic support should target both SED and Hispanic populations; use money from Lower Performing Student Block Grant to target math at the 7th and 8th grade levels.

3. Push in support of the Math Intervention teacher to a co-taught Sped class should support the Sped needs.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
46	50%	28.3%	15.2%	6.5%

Conclusions based on this data:

1. EL progress is strong at Sutter; 85% or more of the EL population is making growth/progress

2. Sutter will continue to offer services that are working for advanced and early advanced students through Tier 1 interventions in classrooms; although all students will be offered a double block class of ELA

3. Sutter will target students at the emerging levels to provide them with grade level appropriate instruction and build their capacity in ELA; a double block iLit will be mandatory and taught by a highly qualified teacher.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Sutter will host a Career Day for 8th graders to help them explore career opportunities.

2. Sutter will use Naviance with students as directed by the district.

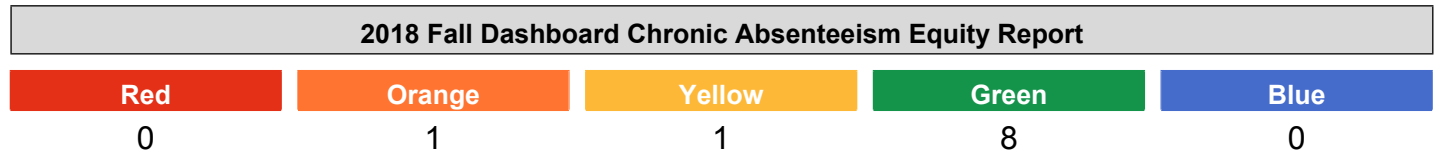**3.** PLTW will continue to serve as school to career pathway classes.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	8	0

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
4% chronically absent	2.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 1%	Declined 2.1%	
1544 students	73 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Green	Green
24.3% chronically absent	8.5% chronically absent	7.1% chronically absent
Declined 6.9%	Declined 4.7%	Declined 6.2%
37 students	330 students	140 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	No Performance Color	Green	Yellow
5.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	2.2% chronically absent	4.3% chronically absent
Declined 2.9%	5 students	Increased 1.2%	Increased 4.3%
35 students		402 students	46 students

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Green
5.3% chronically absent	7.9% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	4.2% chronically absent
Declined 5%	Declined 0.8%	6 students	Declined 1.6%
151 students	89 students		810 students

Conclusions based on this data:

1. Sutter has an attendance rate of 97%.

2. Sutter has increased its attendance rate consecutively over past five years

3. Sutter's implementation of iLoss help keep 60 days of students who would otherwise have been suspended in classes.
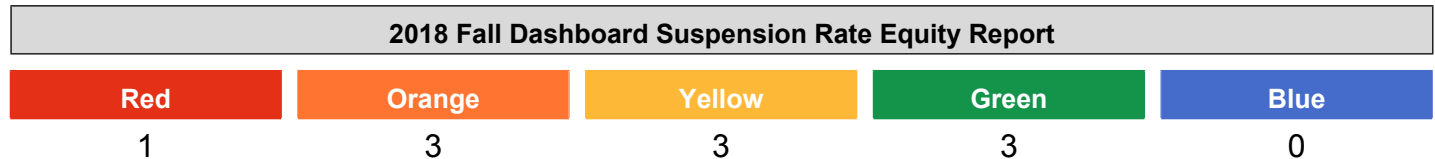
School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	3	3	0

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
4.7% suspended at least once	5.3% suspended at least once	Less than 11 Students - Data Not ~~Displayed for Privacy~~
Maintained 0%	Increased 2.1%	1 students
1567 students	75 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Green	Yellow
10.8% suspended at least once	7.7% suspended at least once	9.9% suspended at least once
Declined -7.4%	Declined -1.5%	Declined -3.3%
37 students	337 students	141 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Yellow	Orange
25% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 5 students	1.7% suspended at least once	4.3% suspended at least once
Increased 13.6%		Increased 0.5%	Increased 4.3%
36 students		404 students	46 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Green
7.1% suspended at least once	6.6% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 6 students	4.6% suspended at least once
Declined -1.9%	Increased 2.2%		Declined -0.8%
155 students	91 students		824 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
3.2% suspended at least once	4.7% suspended at least once	4.7% suspended at least once

Conclusions based on this data:

1. Sutter's suspensions decreased this year; iLoss can account for 60 days of suspension recovery.

2. The subgroups with disproportionately high rates are: Homeless, Sped, SED, African American.

3. On one day there was a safety issue and 13 students were sent home for the day on a suspension; that level of suspension may alter results.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)
1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 Maintain schools in good repair.
1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

Sutter will implement iLit classes in a double block for all EL students (offer all; necessitate for those more than three grade level below), in addition to providing all students that are more than 2 grade levels below the opportunity to access iLit currculum while maintaining 100% compliance with Williams' Act.
Focus department wide on writing.
Sutter will also be sure that opportunities in STEM exist for all students including EL, Sped, and LI. Funds for Maker's Lab.
Interventions to include Community Action for Responsive Education. (CARE), iLit, iReady, Homework Club, and any other data based interventions that may arise during year.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSPP ELA iReady iLit		2%
STEM data		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who are more than two grade levels below, English Learner students, Low Income students

Strategy/Activity

Implement iLit at each grade level for EL's.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Supplemental None Specified Focus of PLC's in ELA

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Focus on at risk students, LI, EL and Sped

Strategy/Activity

PLC focus department on writing standards: ELA focus on increasing proficient writing and reading levels by 5% for those students that are more than three grade levels below add a double block for focus on writing. (LCAP 3, 3.1B, 4.1)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Professional Development

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

iReady analysis: training the assessment committee followed by the ELA department on analysis of data using both Illuminate and iReady results for early identification of students (LCAP 4.1 A-C)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Testing during class time, analysis during dept meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, LI students

Strategy/Activity

Extended Day Interventions (LCAP 4, 4.1, 4.6)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	General Fund 2000-2999: Classified Personnel Salaries CARRYOVER; Stipend for Homework Club open to all students with support from high school peer tutors
4,500	General Fund 1000-1999: Certificated Personnel Salaries CARRYOVER; Support for academics for Low Income students in after school STAR program

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At risk 8th graders, EL, LI, and Sped students

Strategy/Activity

Interventions during school day; Will include the use of curriculum support classes as and in lieu of electives, CARE support, pull outs, and 1:1 tutoring. Inclusion model will also support the special education students during first instruction. EL/EO Intensive ELA classes. (LCAP 4.3 A, D; 4.4D)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Site/Master schedule planning
	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

6,016	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students working more than 3 grade levels before, including LI and Sped students

Strategy/Activity

Provide a Double Block of iLit in the 8th grade classes for those working 3 grades or more below their grade level. (LCAP 4.4D) (already established in 6th and 7th)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Use master scheduling to squeeze the double block: low numbers and additional materials for a support class/writing block

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Sped, LI, EL

Strategy/Activity

Support funding of STEM program to provide opportunities for all students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	In Kind 4000-4999: Books And Supplies PO at Lowe's for Maker's Lab needs
1,500	In Kind 0000: Unrestricted Cost to support LI access to all STEM activities and field trips including bussing

Strategy/Activity 8
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL STEM students

Strategy/Activity

STEM opportunities for Competition: cost of competition and travel

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	In Kind 0000: Unrestricted Travel too and from competitions for STEM

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All STEM students

Strategy/Activity

Maker's lab needs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	In Kind 6000-6999: Capital Outlay Maker's lab needs: all remaining In Kind carryover for Maker's lab expenses for Summer 2019

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

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

This goal was implemented this year. iLit was offered to all EL students. An EL specific class was taught by a highly qualified teacher. The double block class used iLit. Students are making

progress. All students who were more than 2 grade levels below were offered iLit. There was a grade level iLit class taught at each level. Students successfully increasing their literacy scores to within 2 grade levels have been moved out of the iLit program. Step up to writing is used in all ELA classes. Interventions in math were offered through the year. Growth was made by all students who attended. CARE was less successful in years past due to a staffing issue. Homework club was still available to all students.

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

This year we took a big hit in our budget. We did not receive the same level of funding from EL/LI funds. We also had a $13,000 general budget encroachment due to an FCEA issue - that depleted many of our intended support funds. Having the sections for EL students for iLit and for the gen ed iLit classes did make a huge difference in being able to offer the support within the school structure that was needed to implement this goal. With continued support in sections for iLit there is not reason to change.

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

There will not be changes to the iLit offerings for the coming year. EL's will still have their own iLit class. The numbers will dictate grade level iLit needs. We will continue to use Step Up To Writing in ELA and in all history classes. We will continue to focus on the writing and the ELA PLC will review where the writing weaknesses are to address those. The focus needs to continue to be on our EL and Sped students to make progress in those categories.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)
2.1 Increase student attendance rates and reduce chronic absences.
2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
2.3 Decrease 8th grade dropout rates.
2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
2.5 Increase family engagement and parent input and the utilization of volunteers.
2.6 Increase community partnerships that support student learning.
2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

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

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Surveys: California Healthy Kids Survey (CAHKS), staff/student surveys, community/parent surveys	Increased student voice	Involve students in decision making process; use data to drive decisions.
Attendance at Social Media night	Community participation	250+ participated
iLOSS data; dashboard data	Decrease in suspensions	60 days of suspension recovered. Reduction in suspensions by 18%
HUB Community record	Create	Created, added to, and used effectively. Also shared practice with FMS. Very

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		effective tool for improving site communication
Principal Advisory Board input	Positive reflection from students on school culture	Students met monthly; students want to continue with this PAB

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Sped, LI, and Hispanic students; all students

Strategy/Activity

Increase student attendance by reducing suspensions through iLOSS (in Lieu of Suspension Service)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
150	Donations 4000-4999: Books And Supplies Cost of producing materials for students to use based on needs of SRO and MFT's to work with iLOSS students

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Focus on reducing incidents of bullying on campus and through social media.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	Donations 0000: Unrestricted

	PBIS activity needs for promoting anti-bullying campaign

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All 6th graders in transition to middle school and 8th grade WEB leaders

Strategy/Activity

More training for WEB staff leaders to further implement the transition program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	Donations 5000-5999: Services And Other Operating Expenditures Conference for advisors for WEB to receive next level of training for implementation

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase family, parent, and student engagement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
650	Donations 0000: Unrestricted Food for community and students for meetings including the Internet Safety night and the PAB student meetings

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Work with 8th grade transition to High School families for EL to better understand high school pathways and requirements through an orientation for EL families (LCAP 2.3, 4.3, 4.6)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	Donations 5000-5999: Services And Other Operating Expenditures Translation services for EL parents for transition meetings and/or IEP meetings

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income, at-risk youth, homeless

Strategy/Activity

CARE implementation

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Donations 0000: Unrestricted Field trip opportunities for at-risk youth; support Low Income students in participating
1,000	District Funded 4000-4999: Books And Supplies General operating costs for at-risk youth program funded from money given back to district from SCOE
3,000	General Fund None Specified CARRYOVER; Homework club/STARS: Folsom's Hope pays for one of the after school program supervisors
6,000	District Funded 0000: Unrestricted CARE

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL, Sped, Low Income; All students

Strategy/Activity

Utilize community partnerships that support student learning. in addition, build community by having a community event that brings in aspects of multiculturalism in our community.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Parent-Teacher Association (PTA) None Specified Money for Pancake breakfasts with Folsom Community Bible Church for Cougar Character awards
2,000	Donations Multicultural event with community

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students; target subgroups

Strategy/Activity

Create more opportunities for community to engage in and understand the LCAP process.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	Donations 1000-1999: Certificated Personnel Salaries Subs for a day to train in LCAP in the Fall of 2019 - monies will be used for sub costs to train site council staff

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teach the Second Step activities site wide; 6 activities throughout the year to build lifeskill and increase positive school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	None Specified
	Curriculum for Second Step

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff training on Love and Logic

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
150	General Fund
	0000: Unrestricted
	Needs for weekly meetings for before and after school sessions in the Fall

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

This goal has strong and effective outcomes. The PAB was very successful in allowing students a voice. We changed some policies as a result. In addition, at the final survey of those participating, the students absolutely and unanimously felt this should continue every year. The community forum on technology was a success with high turn-out. iLoss did reduce suspensions by 18% and saved 60 days of students missing classes. The connections build between the MFT and the SRO and

students was a supportive service for students. Although there were repeat offenders, over 75% of students suspended did not have a repeat offense.

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

iLoss did not prevent students of color from being suspended. The drop in numbers of CARE impacted the budget because we could not sustain the numbers to make the program profitable. The implementation of both iLoss and PAB did not require any funding at all.

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.

Focus next year on building relationships with students through restorative practices training to reduce class suspension and build relationships. Have community forums to education parents and community on goals and funding via LCAP process.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
3.1 Provide professional development in new adoptions and local curriculum.
3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.3 Provide access to A-G, Career and Technical Education (CTE), International Baccalaureate (IB), Advanced Placement (AP,) and Science Technology Engineering & Math (STEM) courses.

Goal 3

Provide time for teachers to meet for PLC work that includes student friendly learning targets, formative assessments, common assessments, and appropriate intervention based on assessments.
Provide training in the areas for PLC work.
Provided training in relation to Social and Emotional Learning (LAL, Suicide Prevention, Anti-Bullying, Internet Safety, etc)
Provide training to expand the WEB program.
Provide training to student leaders/Activities Director in community building.
Provide opportunities for teachers to train in their curricular areas and/or bring curricular trainers to campus to work with staff as needed; for example, bring the iLit trainers to campus for a on-the-job training day.
Provide support and opportunities for STEM Academy at Sutter.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff surveys	5 surveys	Gauge staff participation/interest in change action
Meeting/training/conference agendas and reports out to staff	math, RtI, Innovative Schools practices	Lead to math PLC improvements, RtI team creation, SEL practice implementation/improvements
Implemented WEB activities	Increase contact with 8th graders and 6th grade buddies	Better relationships and transitions for 6th grade students
Increase in implementation of Love and Logic in the classroom	Offer training in Fall; voluntary	30+ staff members attended the trainings.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide time and/or training for PLC work.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000	General Fund 0000: Unrestricted CARRYOVER; Money for subs and/or training.
2,000	General Fund 5000-5999: Services And Other Operating Expenditures iLit training
4,000	Parent-Teacher Association (PTA) None Specified Travel cost for conferences, WEB training
1,400	Donations 4000-4999: Books And Supplies Materials for training staff in Love and Logic

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL, LI, Sped

Strategy/Activity

Provide support for and increased opportunities in STEM Academy

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	General Fund 0000: Unrestricted

	CARRYOVER; Support LI students to participate in STEM through funding educational opportunities
2,000	In Kind None Specified CARRYOVER: Supplies and costs of materials for classroom projects/needs; Intel funds to support STEM elective needs

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Student Leadership group; all students

Strategy/Activity

Increase learning opportunities for Student Leadership to participate in SEL and other climate building programs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	Donations 0000: Unrestricted Conference on school climate for Student Leadership group

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

PLC's have made strides towards common assessments. The department activity/participation varies. Goals will be set next year that make those assessments mandatory. More training in PLC work is needed. Principal Phillips is attending PLC Leadership for Principals in June of 2019. The WEB program has continually improved. The 8th grade students have made great inroads to bonding with 6th graders. The result is the emotional relief for 6th graders who feel more bonded and less afraid of the older students. The program continues to grow. Several teachers were trained in GLAD strategies. It will be a goal for next year to have all teachers be presented with effective strategies for EL learners in the Fall to meet RtI goals.

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

There was not enough focus on EL strategies for all teachers. The EL teacher has training. Several other staff were GLAD trained. This area needs to be continually revisited for best practices to be implemented.

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.

Focus next year will be on Response to Intervention (RtI) and PBIS goals around relationships and expectations. The expectations will drive PLC work in both Tier 1 and Tier 2. There will be a renewed focus on under serviced groups through the Lower Performing Student Block Grant.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).
4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
4.3 Ensure English Learners make yearly progress.
4.4 Ensure Special Education students make yearly progress.
4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.
4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Goal 4

Ensure English Learners make yearly progress
Ensure Special Education Students make yearly progress
Make 5% goals for LI students as identified in Illuminate
Train staff in Guided language Acquisition Design (GLAD) strategies

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady, CAASSP, iLit assessments	5% growth	In LI students we exceeded 5% growth. Waiting to revise actual outcomes. I believe we will hit that with EL's, but not with Sped population.
Dashboard suspension rates, attendance data	1% attendance improvement; decrease in suspensions	We met attendance goal. We decreased suspensions days by 18%,

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students that meet criteria with a focus on EL, LI and Sped

Strategy/Activity

Place students in literacy support classes if they are working 3 or more grade levels below standard grade; monitor progress to move students into grade level classes if successful.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL and LI students

Strategy/Activity

Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	General Fund 0000: Unrestricted CARRYOVER: Student Scholarships for instructional activities
2,000	Other Student scholarships for sports and or club activities
	None Specified 1000-1999: Certificated Personnel Salaries Accounted for cost in another goal. After school activities/clubs including STARS
585	General Fund 0000: Unrestricted CARRYOVER; Support and supplies for the Mentor program

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL, Sped, LI

Strategy/Activity

4.3. Provide a broad range of standards-aligned curriculum and supplemental instructional resources in English to ensure students are receiving approrriate EL instruction (LCAP 3.2, 3.3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Parent-Teacher Association (PTA) None Specified Supplemental material, equal access, support in home language when applicable

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Sped

Strategy/Activity

4.4 Identify appropriate curricular supports for special education students including PD for inclusion model staff (LCAP 4.4)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	Parent-Teacher Association (PTA) PD, materials, class structures, additional supports

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Sped, LI, Homeless, At-Risk

Strategy/Activity

4.4 Use of MFT on campus to work with students with noted mental health concerns (LCAP 2.4)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

LI, Sped, EL

Strategy/Activity

Provide more opportunities for success in STEM Academy for LI, Sped and EL learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Donations None Specified Money for STEM to provide lab materials, costs and funding for support of all students with a focus on EL, Sped, and LI; may include training.

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL, Sped

Strategy/Activity

GLAD training

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Send teacher to GLAD training funded by district

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

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

For LI and EL students they improved their scores according to SBAC preliminary results. The Sped numbers have not met the 5% increase. We hit our goal for attendance. We did a great job

with saving 60 days of suspension through iLoss; however, we are still in the red in disproportionality with students who are African American. 25% of those students were suspended at least one time during the year. In ELA both EL's and Sped groups made progress. In Math, they did not make progress.

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

With iLoss, the intent was to lower suspensions - which declined. However, the 25% mark for African American students is not acceptable and needs to be a focus area for 2019-20.Several teachers did receive GLAD training, but that training has not been shared out with the staff. I will need to work with district to build in some PD on Tier 1 practices with EL students to make that effective next year.

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

Goals for next year reflectively need to be focusing on our African American students and building better relationships to lower suspensions. Adding calming corners for all students and creating a push in model for restorative practices should help. In addition we need to use LPSBG monies to support the mathematics for our students. Exploring additional curriculum and interventions for Tier 2 in math will be critical in meeting this goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$71,951.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
District Funded	$7,000.00
Donations	$12,900.00
General Fund	$28,235.00
In Kind	$9,500.00
LCFF - Supplemental	$6,016.00
Other	$2,000.00
Parent-Teacher Association (PTA)	$6,300.00

Subtotal of state or local funds included for this school: $71,951.00

Total of federal, state, and/or local funds for this school: $71,951.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Keri Phillips	Principal
Monica Duerre	Classroom Teacher
Charissa Guillen	Classroom Teacher
Debra Krikourian	Classroom Teacher
Salwa Kasabian	Parent or Community Member
Chrisi Jones	Other School Staff
Kelley Robinson-Abello	Parent or Community Member
Saadhana Kallampalli	Secondary Student
Edward Martinez	Secondary Student
Malathy Jaganathan	

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

English Learner Advisory Committee (ELAC)

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

Name of ELACMembers	Role
Keri Phillips	Principal
Deb Krikourian	Classroom Teacher
Salwa Kasabian	Parent or Community Member
Kelley Robinson-Abello	Parent or Community Member
Mala Jaganathan	Parent or Community Member

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

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.
1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
    a. The school's needs assessment.
    b. The school's annual language census.
c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 09/26/2019.

Attested:

	Principal, Keri Phillips on 09/26/2019
	SSC Chairperson, Kelley Robinson-Abello on 09/26/2019

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

   A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1.   The comprehensive needs assessment of the entire school shall:

   a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

   b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

   i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

   ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

   iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

   iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

   v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

   A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Sutter Middle School

Site Council/ELAC

August 21, 2019

Meetings Meeting ONE:

    I.   Welcome and Introductions

    II.   Purpose
- Discuss LCAP
- Review SPSA
- Input
- Recommendations

    III. Next Meeting
- September 18, 2019

Sutter Middle School

Site Council/ELAC

September 26, 2019

Minutes Meeting TWO:

I.   Review Changes
- Goal 2, 3 and three additions
- Goal 3, 4 spelling/corrections
- Add to Goal 2 Cultural community event

II.   Purpose
- Vote
- Passes
- Signatures

III. Next Meeting
- October 17, 2019 - with student reps
- December 18, 2019 - whole team

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Sutter Middle School

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Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2019 School Plan for Student Achievement	2019-09-26		View	View	35

Previous Section	Current Section	Next Section
English Learner Advisory Committee	Recommendations and Assurances	Instructions: Overview

1 updated data fields saved successfully.

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.
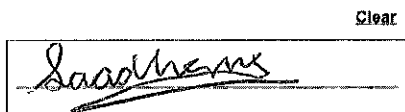
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
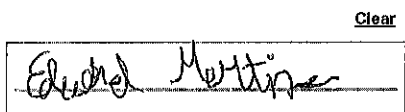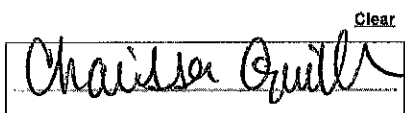
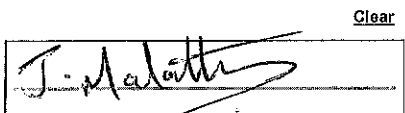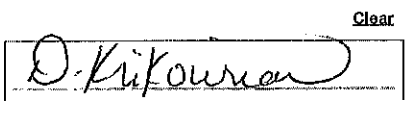| Signature	Committee or Advisory Group Name
Clear	☐ State Compensatory Education Advisory Committee
Clear	☑ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
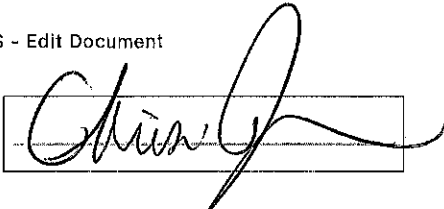
Save Data   View Current Document   View Section   All data saved.
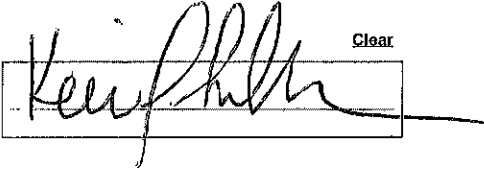
| Clear | ☐ Other: |

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.
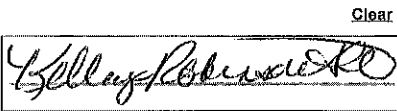
This SPSA was adopted by the SSC at a public meeting on `09/26/2019` .

Attested:

Clear

Clear

Principal, `Keri Phillips`   on `09/26/2019`

SSC Chairperson, `Kelley Robinson-Abello`   on `09/26/2019`

Previous Section	Current Section	Next Section
English Learner Advisory Committee	Recommendations and Assurances	Instructions: Overview

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