School Year: **2023-24**

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	School Site Council (SSC) Approval Date	Local Board Approval Date
Sutter Middle School	34673306118012	August 29, 2023	September 21, 2023

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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

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

Additional Targeted Support and Improvement (ATSI) Subgroups - African American.

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 the Local Control and Accountability Plan (LCAP) by addressing the academic, Social, and Emotional Learning (SEL), college, and career readiness needs of all students. As such, we will offer an appropriate grade level curriculum to all students. Where students need additional support, they will receive intervention both within and outside of the school day. Progress monitoring using multiple sources of data and information will guide student progress and provide feedback to the Response to Instruction/Intervention (RtI) teams to determine the 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; As a district model school site for SEL, the PBIS team will continue to exemplify supporting the whole child.

School Vision and Mission

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

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 Panorama, California Healthy Kids Surveys (CHKS) and surveys that are created by the student leadership class for different grade levels. Parents are surveyed by the district and at PTA meetings for input. Staff is 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 the whole group on occasion. The site also uses the results of district level surveys to make decisions.

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 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 Smarter Balanced Assessment Consortium (SBAC) testing, California Alternate Assessment (CAA), English Language Advisory Committee (ELAC), and data from Renaissance will be used to measure student growth. 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, English Language Arts (ELA), and foreign language assessments are utilized. Physical Education (PE) assesses the national PE fitness standards.

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

Teachers will conduct curriculum assessments regularly, as directed by the district's adopted curriculum, to monitor student progress. These results will qualify students for interventions, which could include after school interventions or moving students to classes that are more advanced or placement in intervention classes. Teachers will be using the classroom and department assessments to drive instruction for the assessment of student learning and progress. The teaching staff will focus on the use of informal and formal assessments for their Professional Development for the year. Data collected through student surveys and discussions in student groups such as Where Everybody Belongs (WEB), Principal's Advisory Board (PAB), and Associate Student Body (ASB) will drive the Social and Emotional Learning (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 they teach. With the return from distance learning, it has been a challenge to fill all positions with highly qualified staff.

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 (PD). Professional Development will focus on PLC work to include formal and informal assessments, training for Project Lead The Way (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 Instructional Coaches 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. The Parent Teacher Association (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 (SEL).

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 develop 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. SMS will have a two-semester reporting period. Goals for students on Individualized Education Plans also have reports on progress provided during these two windows. Annual reports to parents happen once per year at a minimum for students on Individualized Education Plans (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 providing assistance to English Learner (EL) students and students on Individualized Education Plans. iLit is being implemented for English Learners (EL)/English Only (EO) students to meet growth in ELA and Renaissance 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 online 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 Spanish texts; for Spanish, the fully online curriculum will be utilized. 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 for students to follow through with completion and/or certification in high school. Training will continue in Illuminate so that progress monitoring of interventions will continue.

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.

Evidence-based educational practices to raise student achievement

Our site will begin High Reliability School Training this year. We will also continue PBIS work through alternative Discipline with our partnership with Jessica and John Hannigan. Project Lead the Way is running with four-year-long classes and one exploratory section. In addition, we offer a PLTW class that focuses on programming and game design. The Second Step Curriculum is 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 and we will participate in year-long PLC training through Solution Tree, as well. Students are given the opportunity to be a part of a Science Technology Engineering and Math (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.

Parental Engagement

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

English Language Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Associations (PTA) committees focus on support for underachieving students. The PTA organization is an active group on campus. They do an annual fundraiser to provide resources for the school. The website 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 achieving below grade level.

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 Site Council consists of five staff members, including the principal, three parents, and two students. They advise on school goals and the use of funds. The ELAC committee is comprised of the School 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. Every other month, our school site will offer a Cougar Cafe meeting which offers parents tools for success while also providing a platform for parents to voice questions and/or thoughts

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. English Learner/Low-Income 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.

Fiscal support (EPC)

Sutter Middle School 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.

Educational Partner 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.

Site Council meetings:
August 29, 2023
October 3, 2023
October 24, 2023
January 23, 2024
February 27, 2024
May 1, 2024

ELAC meetings
August 29, 2023
October 3, 2023
October 24, 2023
January 23, 2024
February 27, 2024
May 1, 2024

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

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

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

Site based Leadership Team PLC meetings:

First Tuesday 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 during the last week of school)

Folsom's Hope Coordinator meetings:
August 21, 2023
September 26, 2023

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

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

PTA Meetings:
Third Wednesday of every month 3:45 PM-5:00 PM

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

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

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

Resource Inequities

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

SMS has received approximately $120,000 to use over a three-year period. The monies are from the Lower Performing Student Block Grant (LPSBG). The monies are to be used to support students who are not identified in other funding groups such as students with an IEP 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 may provide sections to lower class sizes. The funds shall provide before or after school intervention. The use of the funds will be documented through grant use applications. This year the funding will provide aide support for ELD classes and a counselor for an additional .1. The counselor will continue to service the LPSBG students.

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

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

School and Student Performance Data

Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.4%	0.4%	0.07%	6	5	1
African American	1.53%	2.0%	1.82%	23	28	27
Asian	22.04%	24.8%	26.38%	331	341	391
Filipino	3.53%	3.6%	3.44%	53	49	51
Hispanic/Latino	11.78%	13.0%	14.91%	177	178	221
Pacific Islander	0.53%	0.4%	0.34%	8	6	5
White	51.93%	47.3%	42.38%	780	650	628
Multiple/No Response	8.19%	8.4%	10.26%	123	115	152
			Total Enrollment	1,502	1,373	1482

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	477	452	523
Grade 7	501	461	485
Grade 8	524	460	474
Total Enrollment	1,502	1,373	1,482

Conclusions based on this data:

1. Our site enrolment increased during the 2021-2022 school year.
2. The number of Hispanic Students has gradually increased over the last three years.
3. Our focus will remain providing an environment that is welcoming to all students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	63	75	93	4.2%	5.50%	6.3%
Fluent English Proficient (FEP)	306	275	297	20.4%	20.00%	20.0%
Reclassified Fluent English Proficient (RFEP)	2	2		3.6%	2.7%	

Conclusions based on this data:

1. The percentage of EL students enrolled at Sutter has increased from 4.2% in 2019 to 6.3% in 2022.
2. Since 2019-2020, 20% of English learners at Sutter Middle School are Fluent English Proficient.
3. In 2020- 2021 Sutter reclassified 2.7% of our English Learners. We will continue to focus on reclassifying English Learners to "Fluent English Proficient" by the end of their 8th grade year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	456	448	527	450	0	513	449	0	513	98.7	0.0	97.3
Grade 7	512	471	494	504	0	488	504	0	488	98.4	0.0	98.8
Grade 8	465	449	471	462	0	457	462	0	457	99.4	0.0	97.0
All Grades	1433	1368	1492	1416	0	1458	1415	0	1458	98.8	0.0	97.7

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2572.		2582.	33.41		38.01	37.19		32.36	18.49		20.27	10.91		9.36
Grade 7	2600.		2594.	33.33		35.04	38.89		33.20	18.25		16.19	9.52		15.57
Grade 8	2619.		2615.	32.25		33.26	43.94		34.57	14.07		20.35	9.74		11.82
All Grades	N/A	N/A	N/A	33.00		35.53	40.00		33.33	16.96		18.93	10.04		12.21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	40.53		38.21	43.65		51.07	15.81		10.72
Grade 7	40.08		35.25	47.22		53.07	12.70		11.68
Grade 8	45.67		36.32	42.64		51.86	11.69		11.82
All Grades	42.05		36.63	44.59		51.99	13.36		11.39

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	38.75		34.31	48.11		49.51	13.14		16.18
Grade 7	44.44		38.73	42.26		42.83	13.29		18.44
Grade 8	39.61		31.51	49.13		54.70	11.26		13.79
All Grades	41.06		34.91	46.36		48.90	12.58		16.19

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	28.73		23.78	63.25		69.79	8.02		6.43
Grade 7	20.63		22.13	72.22		69.47	7.14		8.40
Grade 8	33.33		24.51	59.31		69.80	7.36		5.69
All Grades	27.35		23.46	65.16		69.68	7.49		6.86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	41.20		33.53	46.33		59.65	12.47		6.82
Grade 7	41.07		30.94	48.81		59.02	10.12		10.04
Grade 8	44.16		32.82	43.94		59.96	11.90		7.22
All Grades	42.12		32.44	46.43		59.53	11.45		8.02

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Between their 6th grade and 8th grade school year, Sutter students decreased the percentage of "Standards Exceeded" in ELA from 33.41% in 6th grade to 33.26 in 8th grade. Students' "Standards Met" in ELA decreased from 37.19% in 6th grade to 34.57 in 8th grade.
2. Students writing at, or near standard increase from 48.11 in 6th grade to 54.70 in 8th grade.
3. We will continue to work on strong PLC's focusing on common assessments, review of student work and vertical articulation between teachers.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	456	448	527	451	0	517	451	0	517	98.9	0.0	98.1
Grade 7	512	471	494	504	0	489	503	0	489	98.4	0.0	99.0
Grade 8	465	449	471	463	0	463	463	0	463	99.6	0.0	98.3
All Grades	1433	1368	1492	1418	0	1469	1417	0	1469	99	0.0	98.5

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2563.		2567.	31.04		33.27	28.60		26.69	25.06		23.40	15.30		16.63
Grade 7	2578.		2561.	31.41		29.24	24.45		21.88	24.45		22.09	19.68		26.79
Grade 8	2611.		2598.	39.96		34.77	19.87		18.36	22.25		24.19	17.93		22.68
All Grades	N/A	N/A	N/A	34.09		32.40	24.28		22.46	23.92		23.21	17.71		21.92

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	39.02		30.75	38.58		52.03	22.39		17.21
Grade 7	40.56		32.11	34.99		40.49	24.45		27.40
Grade 8	44.92		35.85	32.83		44.06	22.25		20.09
All Grades	41.50		32.81	35.43		45.68	23.08		21.51

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	31.93		26.50	50.78		57.06	17.29		16.44
Grade 7	31.01		25.15	48.71		51.33	20.28		23.52
Grade 8	42.33		33.05	41.25		51.62	16.41		15.33
All Grades	35.00		28.11	46.93		53.44	18.07		18.45

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	33.70		30.17	46.56		58.41	19.73		11.41
Grade 7	29.82		25.36	54.08		55.01	16.10		19.63
Grade 8	37.80		26.57	47.95		56.59	14.25		16.85
All Grades	33.66		27.43	49.68		56.71	16.65		15.86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of "Standards not Met" in overall Math performance increased for students between their 6th grade and 8th grade years from 15.30% to 22.68%.
2. The increase in number of students who did not meet standards indicates a need for intervention targeted at students with the most needs.
3. We will focus on providing in-school math interventions and focus on strong PLCs for our teachers along with review of common assessments and review of student work.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1494.9	1557.9	1517.3	1505.2	1574.9	1519.3	1484.0	1540.3	1515.1	21	32	28
7	1573.7	1569.6	1526.1	1583.6	1575.6	1524.3	1563.1	1563.1	1527.4	18	29	25
8	1597.4	1495.3	1566.9	1605.3	1515.8	1553.1	1589.0	1474.4	1580.5	17	20	18
All Grades										56	81	71

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	28.57	43.75	21.43	19.05	28.13	25.00	14.29	12.50	32.14	38.10	15.63	21.43	21	32	28
7	44.44	37.93	24.00	22.22	34.48	24.00	22.22	20.69	36.00	11.11	6.90	16.00	18	29	25
8	47.06	35.00	38.89	35.29	25.00	33.33	5.88	15.00	11.11	11.76	25.00	16.67	17	20	18
All Grades	39.29	39.51	26.76	25.00	29.63	26.76	14.29	16.05	28.17	21.43	14.81	18.31	56	81	71

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	42.86	56.25	42.86	23.81	28.13	17.86	0.00	3.13	14.29	33.33	12.50	25.00	21	32	28
7	66.67	58.62	32.00	11.11	20.69	36.00	11.11	17.24	16.00	11.11	3.45	16.00	18	29	25
8	70.59	40.00	38.89	11.76	30.00	33.33	11.76	5.00	16.67	5.88	25.00	11.11	17	20	18
All Grades	58.93	53.09	38.03	16.07	25.93	28.17	7.14	8.64	15.49	17.86	12.35	18.31	56	81	71

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	9.52	25.00	3.57	19.05	28.13	14.29	23.81	15.63	53.57	47.62	31.25	28.57	21	32	28
7	27.78	20.69	8.00	22.22	41.38	16.00	33.33	13.79	52.00	16.67	24.14	24.00	18	29	25
8	23.53	15.00	33.33	35.29	15.00	22.22	29.41	30.00	27.78	11.76	40.00	16.67	17	20	18
All Grades	19.64	20.99	12.68	25.00	29.63	16.90	28.57	18.52	46.48	26.79	30.86	23.94	56	81	71

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	19.05	25.00	17.86	33.33	62.50	60.71	47.62	12.50	21.43	21	32	28
7	16.67	20.69	8.00	66.67	65.52	64.00	16.67	13.79	28.00	18	29	25
8	29.41	25.00	27.78	64.71	45.00	61.11	5.88	30.00	11.11	17	20	18
All Grades	21.43	23.46	16.90	53.57	59.26	61.97	25.00	17.28	21.13	56	81	71

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	66.67	87.10	42.86	9.52	6.45	25.00	23.81	6.45	32.14	21	31	28
7	77.78	77.78	56.00	16.67	18.52	32.00	5.56	3.70	12.00	18	27	25
8	82.35	66.67	55.56	5.88	6.67	33.33	11.76	26.67	11.11	17	15	18
All Grades	75.00	79.45	50.70	10.71	10.96	29.58	14.29	9.59	19.72	56	73	71

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	19.05	34.38	0.00	14.29	28.13	42.86	66.67	37.50	57.14	21	32	28
7	38.89	34.48	12.00	22.22	31.03	40.00	38.89	34.48	48.00	18	29	25
8	35.29	30.00	38.89	47.06	20.00	22.22	17.65	50.00	38.89	17	20	18
All Grades	30.36	33.33	14.08	26.79	27.16	36.62	42.86	39.51	49.30	56	81	71

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	19.05	19.35	14.29	52.38	67.74	75.00	28.57	12.90	10.71	21	31	28
7	11.11	20.69	4.00	83.33	68.97	76.00	5.56	10.34	20.00	18	29	25
8	17.65	0.00	0.00	70.59	80.00	88.89	11.76	20.00	11.11	17	20	18
All Grades	16.07	15.00	7.04	67.86	71.25	78.87	16.07	13.75	14.08	56	80	71

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The total number of EL students assessed increased from 56 students to 71 students between 2018-2019 to 2021-2022.
2. 46.43% of 6th grade EL students had an overall ELPAC assessment score of 3 or 4.
3. Our focus will continue to be to provide support for 53.57% of EL 6th grade students who scored a 1 or 2, and work to reclassify the other 46.43% of ELs prior to the end of 8th grade.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,482	**14.4**	**6.3**	**0.1**
Total Number of Students enrolled in Sutter Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	93	6.3
Foster Youth	2	0.1
Homeless	21	1.4
Socioeconomically Disadvantaged	214	14.4
Students with Disabilities	161	10.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	27	1.8
American Indian	1	0.1
Asian	391	26.4
Filipino	51	3.4
Hispanic	221	14.9
Two or More Races	152	10.3
Pacific Islander	5	0.3
White	628	42.4

Conclusions based on this data:

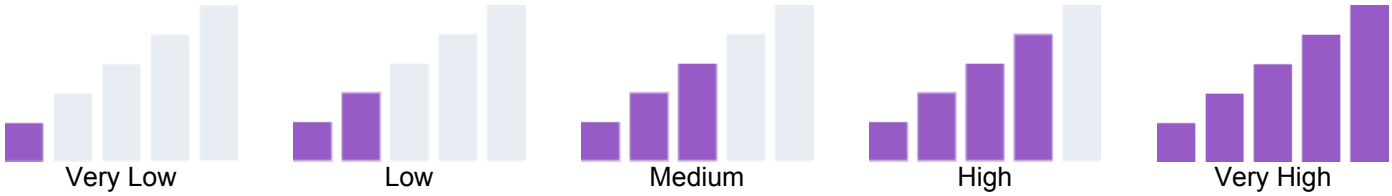
1. 14.4% of our students are socioeconomically disadvantaged.
2. The population of students that are EL, foster youth, homeless, socioeconomically disadvantaged and special education make up roughly 33.1% of the student population.
3. We will continue to focus on creating a school environment in which students feel welcomed and supported. We will continue to offer PLC and SEL trainings to staff to ensure we are all capable of supporting students in need.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: High	Suspension Rate: Medium
Mathematics: High		
English Learner Progress: Medium		

Conclusions based on this data:

1. Sutter Middle School has room to improve in the area of the suspension rate, as indicated by the 2022 California School Dashboard.
2. Our Students with Disabilities, African American students, and Homeless students are disproportionately suspended.

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

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
0	3	1	2	2

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Low	No Performance Level
48.6 points above standard	12.2 points below standard	3 Students
1376 Students	126 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
35.4 points below standard	21.3 points below standard	59.9 points below standard
19 Students	201 Students	150 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very High	Very High
10.5 points below standard	1 Student	96.7 points above standard	48.9 points above standard
21 Students		369 Students	49 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	High	No Performance Level	High
4.3 points below standard	30.2 points above standard	4 Students	43.7 points above standard
201 Students	138 Students		591 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
89.9 points below standard	52.1 points above standard	42.5 points above standard
57 Students	69 Students	1010 Students

Conclusions based on this data:

1. The number of English Learners increased from 20.9 points below standard to 12.2 points below standard and Students with Disabilities decreased from 55.6 points below standards to 59.9 points below standard according to the 2022 California Dashboard English Language Arts Equity report.
2. We will focus on increased academic support for students with disabilities and English Learners.
3. An increased focus on progress for the identified English Learners will be a priority. EL and Special Education students will receive increased opportunities through the double block iLit classes to meet their individual growth needs.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

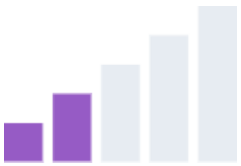
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
1	3	2	1	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	Low	No Performance Level
8.4 points above standard	33.4 points below standard	3 Students
1380 Students	126 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
99.2 points below standard	74.4 points below standard	100.8 points below standard
19 Students	201 Students	151 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 47.5 points below standard 21 Students	No Performance Level 1 Student	Very High 76.9 points above standard 369 Students	High 9.4 points above standard 50 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 61.9 points below standard 202 Students	Medium 9.4 points below standard 138 Students	No Performance Level 4 Students	Medium 3.8 points below standard 593 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
124.5 points below standard 57 Students	41.9 points above standard 69 Students	5.6 points below standard 1014 Students

Conclusions based on this data:

1. Hispanic students African American Students, students with disabilities, English Learners, and socioeconomically disadvantaged students declined, or significantly declined, in Math according to the 2022 California Dashboard Fall Mathematic Equity report.
2. Target subgroups will be SED students, students with disabilities, African American students and Hispanic students.
3. Use of funding for Students Together Achieving Results (STARS) after school program for academic support will target both SPED and Hispanic populations. Push-in support of the Math Intervention teacher to a co-taught Special Education class will add additional support to Special Education needs.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

51.9 making progress towards English language proficiency

Number of EL Students: 52 Students

Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.0%	23.1%	9.6%	42.3%

Conclusions based on this data:

1. Of the 52 students measured, 25% of EL students decreased one ELPI Level according to 2022 Fall Dashboard Student English Language Acquisition Results.
2. SMS will continue to offer services that are working for advanced and early advanced students through Tier 1 interventions in classrooms.
3. SMS will target students at the emerging levels to provide them with grade level appropriate instruction and build their capacity in ELA; double block iLit will be offered and taught by a highly qualified teacher.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

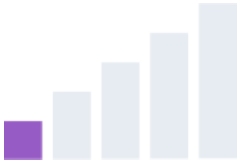
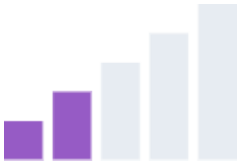
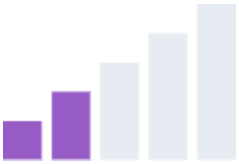
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
2	5	1	1	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	High	No Performance Level
12.4% Chronically Absent	11.4% Chronically Absent	Less than 11 Students
1552 Students	105 Students	6 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Very High
16.7% Chronically Absent	19.6% Chronically Absent	23.9% Chronically Absent
24 Students	250 Students	180 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
Very High	No Performance Level	Low	Medium
24.2% Chronically Absent	Less than 11 Students	4.9% Chronically Absent	9.8% Chronically Absent
33 Students	1 Student	405 Students	51 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
High	High	No Performance Level	High
18.7% Chronically Absent	13.5% Chronically Absent	Less than 11 Students	14.1% Chronically Absent
241 Students	163 Students	5 Students	653 Students

Conclusions based on this data:

1. SMS socioeconomically disadvantaged students, students with disabilities have high Chronic Absenteeism rates. SMS California Dashboard.
2. We will focus on improving absenteeism for our socioeconomically disadvantaged students, students with disabilities and English Learners have high chronic absenteeism.
3. SMS will implement restorative practices such as i-LOSS, and home visits to improve student attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low — Lowest Performance | Low | Medium | High | Very High — Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	3	5	1	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
4.9% suspended at least one day	5.6% suspended at least one day	Less than 11 Students
1579 Students	107 Students	7 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	High
12% suspended at least one day	8.7% suspended at least one day	8.7% suspended at least one day
25 Students	263 Students	184 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
High	No Performance Level	Low	Medium
8.6% suspended at least one day	Less than 11 Students	1.7% suspended at least one day	3.9% suspended at least one day
35 Students	1 Student	411 Students	51 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Medium	No Performance Level	Medium
7.6% suspended at least one day	6.1% suspended at least one day	Less than 11 Students	5.3% suspended at least one day
250 Students	165 Students	5 Students	661 Students

Conclusions based on this data:

1. 263 of our socioeconomically disadvantaged were suspended at least one day according to the 2022 Fall Dashboard Suspension Rate Equity Report.
2. The subgroups with disproportionately high rates are Students with Disabilities, African American students and Socioeconomically Disadvantaged students.
3. We will focus on decreasing suspension levels for Socioeconomically Disadvantaged, African American students and Students with Disabilities, by implementing restorative practices.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly qualified teachers 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 school is in good repair.
1.3 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.

Goal 1

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

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
California Assessment of Student Performance and Progress (CAASPP), ELA i-Ready iLit	Students scored 48.6 points above standard in English Language Arts (ELA) as measured by 2022 California Dashboard.	Students will improve in ELA to 60 points above standard, as measured by California Dashboard.
STEM data	Low enrollment of female students in STEM classes	3% increase of female students in STEM classes.
EL student growth in ELA	English Learners scored 12. 2 points below standard as measured by the California Dashboard.	English Learners will increase to 2 points above standard as measured by the California Dashboard.

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, Students with Disabilities

Strategy/Activity

Implement iLit at each grade level for English Learners. Provide Aide Support for each ELD class.

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)
	None Specified 4000-4999: Books And Supplies Focus of PLCs in ELA Core materials
4234	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Teacher Aide support for all ELD classes. Bilingual aide.
1524	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for BIA
2452	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Aide (BIA) support for all ELD classes.
882	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for BIA

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 Special Education and our ATSI subgroup - African American students.

Strategy/Activity

PLC focus department on writing standards: ELA focus on increasing proficient writing and reading levels by 5% as measured by SBAC assessment. For those students that are more than three grade levels below, add a double block for focus on writing. (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)
5,000	District Funded 5000-5999: Services And Other Operating Expenditures Professional Development. High Reliability Schools
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Academic Coach to support and monitor Professional Development Strategies. Approximate cost.
9337	Learning Recovery 3000-3999: Employee Benefits Benefits for Instructional coach

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

Renaissance analysis: training the assessment committee followed by the ELA department on analysis of data using both Illuminate and Renaissance results for early identification of students (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)
0	District Funded Testing during class time, analysis during department 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, Low Income 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 STARS 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 7th and 8th grade students, EL, African American, LI, and Special Education students

Strategy/Activity

Interventions during school day; Will include the use of curriculum support classes as and in lieu of electives, CARE support, teacher aides for ELD classes, pull outs, and 1:1 tutoring. 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)
9527	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention teacher
3735	LCFF - Supplemental 3000-3999: Employee Benefits Intervention teacher 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 levels below grade level; Students with Disabilities.

Strategy/Activity

Provide a Double Block of iLit for Special Education 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)
0	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Use master scheduling to provide a double block: low numbers and additional materials for a support class/writing block

Strategy/Activity 7

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

Special Education, 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)
471	LCFF - Supplemental 4000-4999: Books And Supplies Instructional materials and supplies
1,500	In Kind 0000: Unrestricted Cost to support LI access to all STEM activities and field trips including transportation.

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 to 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)
10,000	In Kind 5700-5799: Transfers Of Direct Costs Maker's lab needs: all remaining In Kind carryover for Maker's lab expenses for Summer 2023

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Focus on enrollment of AA students, Low Income students and students with disabilities, as measured by the California School Dashboard.

Strategy/Activity

Ensuring the support of students enrolling in correct courses to meet their 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)
2441	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor Salary
539	LCFF - Supplemental 3000-3999: Employee Benefits Counselor Benefits
9826	LCFF - Supplemental

	2000-2999: Classified Personnel Salaries School Clerk to support enrollment
3535	LCFF - Supplemental 3000-3999: Employee Benefits Clerk Benefits
5580	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant
2008	LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant Benefits
4344	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator
1563	LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator Benefits

Annual Review

SPSA Year Reviewed: 2022-23

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.

EL was a focus this year and we found that our students are making progress. By offering a ELD class with adopted curriculum, a full time Instructional Aide, and focused instruction, we recognized student growth for all EL students. We also increased the number of students who were reclassified to "Fluent English Proficient" (RFEP) from 15 in 2022, to 23 in 2023. Interventions in Math were offered throughout the year. 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.

Special Education students that need additional support will continue to have the double block, as will EL students that need support; both of these are the targeted subgroups for this year. Adding an additional ELD class in 2023-2024 will allow smaller group instruction and therefore more targeted instruction for our English Learners.

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.

Early and lower intermediate level English Learners will take ELD classes. We will continue to use Step Up To Writing in ELA classes. We will continue to focus on the writing and the ELA

department will review where the writing weaknesses are to address those needs. The focus will continue to be on our EL and Special Education 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.

Goal Subject

Increase parent and student engagement and provide a safe, healthy, and positive learning environment.

LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5 and 6).
2.1 - Increase student attendance rates and reduce chronic absences for all students.
2.2 - Increase the high school graduation rate and decrease the dropout rate.
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.
2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.
2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Surveys: California Healthy Kids Survey (CHKS), staff/student surveys, community/parent surveys.	Increased student voice	Involve students in decision-making process; use data to drive decisions.
Cougar Cafe/Invite parents onsite to meet 4 times per year.	Community participation	250+ participation
in Lieu of Suspension Service (i-LOSS) data; dashboard data	Decrease in suspensions	Reduction in suspensions of students with disabilities, African American students and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		students, and socioeconomically disadvantaged students by 8%
Weekly communication via website	Create improved school-wide communication	Created, added to, and used effectively. Very effective tool for improving site communication.
Principal Advisory Board input	Positive reflection from students on school culture.	Students met monthly; students want to continue with the Principal Advisory Board.
Progress monitoring	Identify high risk/ high need students. Offer appropriate intervention.	Decrease number of failing students, improve attendance, decrease number of suspensions.

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)

Special Education, LI, and Hispanic students; ATSI subgroup - African American students. all students.

Strategy/Activity

Increase student attendance by reducing suspensions through i-LOSS (in Lieu of Suspension Service) and Restorative Practices.

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)
472	LCFF - Supplemental 4000-4999: Books And Supplies Instructional materials to reduce suspensions and support restorative practices.

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. Add classified personnel hours to support with restorative practices.

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 PBIS activity needs for promoting anti-bullying campaign
14478	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Campus monitors hours to support supervision
5191	LCFF - Supplemental 3000-3999: Employee Benefits Additional Campus Monitor hours to support supervision.
9825	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Clerks to support restorative practices
3535	LCFF - Supplemental 3000-3999: Employee Benefits Additional Clerks to support restorative practices

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)
2441	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselors to support student engagement and communicate with families.
539	LCFF - Supplemental 3000-3999: Employee Benefits Counselors to support student engagement and communicate with families.
4344	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent coordinator to support and communicate with families.
1563	LCFF - Supplemental 3000-3999: Employee Benefits Parent coordinator to support and communicate with families.

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

Vertical articulation meetings with High School teachers, counselors and administrators. Identify communication methods to 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)

2363	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher sub, or release time
530	LCFF - Supplemental 3000-3999: Employee Benefits Teacher sub, or release time
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach
9336	Learning Recovery 3000-3999: Employee Benefits Instructional Coach
9527	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Supplemental Teacher
3735	LCFF - Supplemental 3000-3999: Employee Benefits Supplemental Teacher
4234	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant
1523	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant
2451	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant
882	LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits.

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 and services to wrap around services for high-risk populations.

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
5580	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant
2007	LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant
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, Special Education, ATSI subgroup - African American students. 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 Community events
	None Specified 2000-2999: Classified Personnel Salaries English Language Development Class Aide support for all classes.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Create more opportunities for community to engage in and understand the LCAP process using both digital and in-person methods.

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	General Fund 1000-1999: Certificated Personnel Salaries Substitutes for a day to train in LCAP in the fall of 2023 - 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 life skill 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)
3,000	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 Restorative Practices

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)

Annual Review

SPSA Year Reviewed: 2022-23

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 effective. With were able to increase the number or reclassified English Learners from 15 in 2022 to 23 in 2023. Our PAB played a major role in implementing strategies to increase the use of Cougar Character Cards. Parent communication was done regularly through email, voicemail, text, and video. Our WEB program continued to provide 8th grade students with an opportunity to\ show leadership by supporting younger students on campus. Our first Cougar Cafe brought parents to our campus to discuss the best ways to support students. We will continue to work with our community partners to help support our school and maintain a safe learning environment.

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

i-LOSS did not prevent students of color from being suspended, as 8.6% of our African American students were suspended at least one day according to California Dashboard 2022 data. We look to decrease suspension numbers by implementing a more focused approach to i-LOSS and creating additional intervention groups to support restorative practices.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Professional Development is key to providing teachers with time, training, and research-based practices that will increase student engagement and provide positive school culture.

LEA/LCAP Goal

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP) and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.

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 an on-the-job training day.
Provide support and opportunities for STEM Academy at SMS.

Identified Need

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

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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implemented WEB activities.	Increase contact with 8th graders and 6th grade buddies	Better relationships and transitions for 6th grade students.
Increase in implementation of PLC practices	Offer training in throughout the school year	All teachers trained in PLC through Solution Tree.

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)
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach
9336	Learning Recovery 3000-3999: Employee Benefits Instructional Coach Benefits
2,500	Parent-Teacher Association (PTA) None Specified Travel cost for conferences, WEB training
500	Donations 4000-4999: Books And Supplies Materials for training staff in Love and Logic
2362	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sub, or release time
529	LCFF - Supplemental 3000-3999: Employee Benefits sub, or release time benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL, LI, Special Education.

Strategy/Activity

Provide support for and increased opportunities in STEM Academy. Provide Support for and increased opportunities in ELD classes.

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)
9527	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Supplemental Teacher
3734	LCFF - Supplemental 3000-3999: Employee Benefits Supplemental Teacher Benefits
2441	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Counselor
539	LCFF - Supplemental 3000-3999: Employee Benefits Counselor Benefits
4234	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide a Teacher Aide for each ELD class.
1523	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Teacher Aide in ELD Class.

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; ATSI subgroup - African American students; all students.

Strategy/Activity

Increase learning opportunities for Student Leadership and AA students 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)
2451	LCFF - Supplemental

	2000-2999: Classified Personnel Salaries Bilingual aide
882	LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Aide Benefits
472	LCFF - Supplemental 4000-4999: Books And Supplies Instructional materials and supplies

Annual Review

SPSA Year Reviewed: 2022-23

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 toward common assessments and will continue to collaborate in all departments. Goals are set to make common assessments mandatory. More training in PLC work is needed. PLC training for all teachers will be made available.
The WEB program has continually improved. The 8th-grade students have made great inroads to bonding with 6th graders. The outcome is emotional relief for 6th graders who are able to form bonds with older students. The program continues to grow.
Several teachers were trained in Guided Language Acquisition Design (GLAD) strategies. A goal this year is for all teachers to be presented with effective strategies for English Learners to meet specific intervention 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.

We found that we still have grading discrepancies throughout each department. Our Leadership team will work with Solution Tree and their designated departments to find strategies to ensure that teaching and grading practices are the same within each grade level department.

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 underserved 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.

Goal Subject

Monitor progress of all students with a focus on EL, Sped, and Low-Income students to make progress towards grade level standards in addition to lowering suspension rate on those subgroups, our Hispanic students, and ATSI subgroup - African American students.

LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)
4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 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 grade level progress through access to grade level curriculum and quality first instruction.
4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.
4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.
4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Goal 4

Ensure English Learners make yearly progress.
Ensure Special Education Students make yearly progress.
Train staff in Guided Language Acquisition Design (GLAD) strategies.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	51.9 % of English Learners are making progress towards English Language Proficiency as measured by the California Dashboard.	in 2023-2024 60% of English Learners will make progress toward English Language Proficiency as measured by the California Dashboard.
Dashboard suspension rates, attendance data	Students with disabilities have as suspension rate of 8.7 as measured by the California Dashboard.	We will decrease our suspension rate to 5.4 or below, as measured by the California Dashboard.

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)

Special Education

Strategy/Activity

4.4 Identify appropriate curricular supports for special education students including Professional Development 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)
2362	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sub, or release day
529	LCFF - Supplemental 3000-3999: Employee Benefits Sub, or release day benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language (EL) and Low Income (LI) students

Strategy/Activity

Provide students in low-income subgroup equal access to experiential learning opportunities with extracurricular 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)
471	LCFF - Supplemental 4000-4999: Books And Supplies Instructional materials supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL, Special Education, LI

Strategy/Activity

4.3. Provide a broad range of standards-aligned curriculum and supplemental instructional resources in English to ensure students are receiving appropriate 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)

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

Strategy/Activity

Place students in literacy support classes; monitor progress to move students into grade level classes if successful. Provide aides to support ELD classes. Counselors will monitor students' academic progress.

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)
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach
9336	Learning Recovery 3000-3999: Employee Benefits Instructional Coach Benefits
9526	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Supplemental Teacher
3734	LCFF - Supplemental 3000-3999: Employee Benefits Supplemental Teacher Benefits.
4233	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Aide
1523	LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Aide Benefits
2451	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

	Bilingual Aide
882	LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Aide Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Special Education, LI, Homeless, At-Risk

Strategy/Activity

4.4 Use of MFT and counselors 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)
2441	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .10 Counselor
538	LCFF - Supplemental 3000-3999: Employee Benefits .10 Counselor Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

LI, Special Education, EL, and AA students

Strategy/Activity

Provide more opportunities for success in STEM Academy for LI, Special Education, ATSI subgroup - African American students, and English 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, Special Education, 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, Special Education

Strategy/Activity

ELD monitoring 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)
2,000	District Funded Provide ELD Monitoring training for all teachers

Annual Review

SPSA Year Reviewed: 2022-23

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.

Suspension rates for SPED students decreased from 13 % in 2021 to 8.7% in 2022. We will continue to implement restorative practices to decrease suspensions of students with disabilities to less than 5%.

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 i-LOSS, we lowered overall suspensions, however our students with disabilities, African American students, and socioeconomically disadvantaged students were suspended at disproportionately high rate. We will need to work with district to build in PD on Tier 1 practices with EL students to make that effective next year. In addition, we need to look at SEL strategies to support students.

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

We will need to implement SEL during the current school year. In addition, we need to use LPSBG funding to support our students. Exploring additional curriculum and interventions for Tier 2 in Math will be critical to improving scores of students who are EL, SPED, and/or LI.

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	$370,978.00

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	$17,000.00
Donations	$9,500.00
General Fund	$8,100.00
In Kind	$14,500.00
LCFF - Supplemental	$185,265.00
Learning Recovery	$132,613.00
Parent-Teacher Association (PTA)	$4,000.00

Subtotal of state or local funds included for this school: $370,978.00

Total of federal, state, and/or local funds for this school: $370,978.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	25,634	17,534.00
Parent-Teacher Association (PTA)	11,000	7,000.00
Donations	10,866	1,366.00
In Kind	16,609	2,109.00
Learning Recovery	132,613	0.00
LCFF - Supplemental	185,265	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	17,000.00
Donations	9,500.00
General Fund	8,100.00
In Kind	14,500.00
LCFF - Supplemental	185,265.00
Learning Recovery	132,613.00
Parent-Teacher Association (PTA)	4,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00
0000: Unrestricted	13,000.00
1000-1999: Certificated Personnel Salaries	152,885.00
2000-2999: Classified Personnel Salaries	87,681.00
3000-3999: Employee Benefits	83,526.00
4000-4999: Books And Supplies	3,386.00

5000-5999: Services And Other Operating Expenditures	7,500.00
5700-5799: Transfers Of Direct Costs	10,000.00
None Specified	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	2,000.00
0000: Unrestricted	District Funded	6,000.00
4000-4999: Books And Supplies	District Funded	1,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	5,000.00
None Specified	District Funded	3,000.00
	Donations	2,000.00
0000: Unrestricted	Donations	2,500.00
4000-4999: Books And Supplies	Donations	500.00
5000-5999: Services And Other Operating Expenditures	Donations	2,500.00
None Specified	Donations	2,000.00
1000-1999: Certificated Personnel Salaries	General Fund	5,100.00
2000-2999: Classified Personnel Salaries	General Fund	3,000.00
0000: Unrestricted	In Kind	4,500.00
5700-5799: Transfers Of Direct Costs	In Kind	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	52,517.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	84,681.00
3000-3999: Employee Benefits	LCFF - Supplemental	46,181.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,886.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	95,268.00
3000-3999: Employee Benefits	Learning Recovery	37,345.00
None Specified	Parent-Teacher Association (PTA)	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	112,815.00
Goal 2	126,473.00
Goal 3	64,847.00
Goal 4	66,843.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Tarik McFall	Principal
Christine Sonnenkreuz	Other School Staff
Donna Sorensen	Classroom Teacher
Jenna Trejo	Classroom Teacher
Salwa Kasabian	Parent or Community Member
Shawna Friedrich	Other School Staff
Silpa Patel	Parent or Community Member
Malathy Jaganathan	Parent or Community Member
Sienna Coombs	Secondary Student
Tona Johnson	Parent or Community Member
Brian Zan (alternate)	Classroom Teacher
Sam Davies (alternate)	Secondary Student

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Tarik McFall	Principal
Christine Sonnenkreuz	Other School Staff
Salwa Kasabian	Parent or Community Member
Martha Robles-Rodriguez	Parent or Community Member
Jenna Trejo	Classroom Teacher

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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 August 29, 2023.

Attested:

Principal, Tarik McFall on 8/29/23

SSC Chairperson, Shawna Friedrich on 8/29/23

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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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.

Educational Partner 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 Educational Partner Involvement and/or Strategies/Activities).

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

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

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

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

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

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

Authority Cited: 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 (Educational Partner 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 (Educational Partner 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

LEARNING FOR ALL,
WHATEVER IT TAKES

ELAC Meeting Agenda (Teams)

August 29, 2023
4:15 PM – 5:15 PM

4:15 PM – 4:25 PM	• **Welcome** • **Introductions** • **Norms**
4:25 PM – 4:50PM	• **SSC Overview/ Approve SPSA**
4:50 PM-5:10 PM	• **ELAC Overview**
5:10- 5:15 PM	• **Closing**
5:15	• **Adjourn**

Notes/ Follow-up

Site Council/ELAC Meeting Dates:

August 29, 2023
October 3, 2023
October 24, 2023
January 23, 2024
February 27, 2024
May 1, 2024

LEARNING FOR ALL,
WHATEVER IT TAKES

SMS Site Council/ELAC Meeting Agenda (Teams)

August 29, 2023
4:15 PM – 5:15 PM

4:15 PM – 4:25 PM	• **Welcome** • **Introductions** • **Norms**
4:25 PM – 4:50PM	• **SSC Overview** • **Approve 2023-2024 SPSA**
4:50 PM-5:10 PM	• **ELAC**
5:10- 5:15 PM	• **Closing**
5:15	• **Adjourn**

Notes/ Follow-up

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

August 29, 2023
October 3, 2023
October 24, 2023
January 23, 2024
February 27, 2024
May 1, 2024

School Name:Sutter Middle School

English Learner Advisory Committee (ELAC) Minutes 2023-2024

Meeting Date: Aug 29, 2023	**Meeting Location**: via Teams
Starting Time: 4:50 pm	**Ending Time**: 5:15 pm

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

Item/Time Limit	Actions Requested	Person Responsible	Comments/Parent Advice
1. Call to Order (0 minute)	**None**	**Principal**	Called to order at 4:50 by Mrs Sonnenkreuz
2. Roll Call (1 minute)	**None**	**Principal**	Mrs. Sonnenkreuz welcomed attendees.
3. Additions/Changes to Agenda (1min.)	**Approved**	**Principal**	Review Norms/Attendees requested that all meetings be held virtually
4. Reading and Approval of Minutes	**None**	**Principal**	First Meeting.
5. Vote for Chair	**Approved**	**Principal**	Nomination for Chair Next Meeting
6. Public Comment (1 min.)	***Not Applicable**	**Principal**	There was no public comments for today's meeting

7. Unfinished Business (0 min.)	**None**	**Chair/Principal**	
8. New Business (10 min.)	**Reviewed SSC roles and Responsibilities**	**Chair/Principal**	Mrs. Sonnekreuz
9. New Business (0 min)	**ELAC Report -Information**	ELAC representative.	Christine Sonnenkruez gave an overview of ELAC
=11. Adjournment (1 min.)			Mr. McFall made the motion to adjourn the meeting at 5:15pm. All in favor
12.			

Prepared By: __*Tarik McFall*_____

Date: ___8-29-23_____

Tarik McFall
Salwa Kasabian
Jenna Trejo
Brian Zan
Tona Johnson
Silpa Patel
Christine Sonnenkreuz

School Name:Sutter Middle School

School Site Council (SSC) Minutes 2023-2024

Meeting Date: Aug 29, 2023	**Meeting Location**: via Teams
Starting Time: 4:15 pm	**Ending Time**: 4:46 pm

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

Item/Time Limit	Actions Requested	Person Responsible	Comments/Parent Advice
1. Call to Order (0 minute)	**None**	**Principal**	Called to order at 4:15 by Mr. McFall
2. Roll Call (1 minute)	**None**	**Principal**	Mr. McFall welcomed attendees.
3. Additions/Changes to Agenda (1min.)	**Approved**	**Principal**	SSC Overview Approved 2023-2024 SPSA
4. Reading and Approval of Minutes	**None**	**Principal**	First Meeting.
5. Vote for Chair	**Approved**	**Principal**	Nomination for Chair Next Meeting
6. Public Comment (1 min.)	***Not Applicable**	**Principal**	There was no public comments for today's meeting

7. Unfinished Business (0 min.)	**None**	**Chair/Principal**	
8. New Business (10 min.)	**Reviewed SSC roles and Responsibilities/ Approve SPSA 2023-2024**	**Chair/Principal**	Mr. McFall
9. New Business (0 min)	**ELAC Report -Information**	ELAC representative.	Christine Sonnenkruez gave an overview of ELAC
=11. Adjournment (1 min.)			Mr. McFall made the motion to adjourn the meeting at 4:45pm. All in favor

			.

Prepared By: __*Tarik McFall*_____

Date: ___08-29-2023_____

Tarik McFall
Salwa Kasabian
Jenna Trejo
Donna Sorensen
Tona Johnson
Silpa Patel
Christine Sonnenkreuz
Brian Zan