

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Sutter Middle School
Address	715 Riley Street Folsom, CA 95630
County-District-School (CDS) Code	34673306118012
Principal	Keri Phillips
District Name	Folsom Cordova Unified School District
SPSA Revision Date	September 24, 2018
Schoolsite Council (SSC) Approval Date	September 24, 2018
Local Board Approval Date	November 1, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Learning for all; Whatever it takes. We focus on student learning and achievement with the idea that all students can learn. We commit to improving the culture of our school through strong academics and behavioral expectations and supports. Our focus is to provide an equal learning opportunity to all students and focus on providing additional services where applicable.

School & Community Profile

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

Sutter Middle School is located thirty minutes East of Sacramento in the foothills of the Sierra Mountains in the town of Folsom (population 73,000, elevation 220 ft). With a population of 1,466 students, SMS serves sixth, seventh and eighth graders. Sutter Middle School takes great pride in challenging students and meeting their academic and developmental needs. As a school, Sutter has excelled in a number of areas from academics to music to athletics to support for our special needs populations. Our students' success is attributed greatly to the collaborative efforts of students, staff, and parents at Sutter Middle School.

The development of organizational skills is a key component at the middle school level. Sutter provides all students with daily planners so that students may remain organized with due dates and work assignments. Students start their academic day in Advisory. This class gives students a home base where organization and the business of school may occur without interfering with students' academic classes. This time is also utilized to help students discover and talk about issues and challenges that they face in their lives. The development of their character is one of the focuses of Advisory. Sutter has focused this year on Cougar Character Pillars with support from the PTA. There is a team of teachers, counselors and administration that work closely on developing weekly messages for all students that support the Pillars of Cougar Character and also provide information about the challenges of bullying and how to address it, report it, and overcome the challenges of bullying in middle school. Internet safety and cyberbullying are also addressed at this time. In addition, this year will provide the second year of WEB (Where Everybody Belongs) orientation for incoming sixth graders hosted by a selected and trained group of eighth grade students. The intent is to provide a more welcoming incoming, and to continue to support new students throughout the school year. In addition, WEB 8th graders are put into two advisory classes that meet together to plan activities for 6th graders.

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

We are very proud of our strong music program. Over 300 students participate in choir, orchestra or band here at Sutter Middle School. All programs received high marks at the Golden Empire music festival. The Sutter Middle School Jazz Band has risen to the ranks of top honors. We continue to see excellence in this program as well as all of our music programs here at Sutter. Students at Sutter have a variety of academic opportunities. Honors classes are offered in language arts, and advanced math classes are in place to further challenge students. In addition, there is now a language program that begins in the 6th grade, allowing students who successfully complete the strand to enter high school with Spanish 2 already completed, and finish their 3rd year of a language as early as their freshman year. The exploratory "elective" program provides students with opportunities to experience Computer Applications, Technology (PLTW), Drama, Art, and Support, and this year Spanish 1A (a two year elective to help transition students to the high school in their second year of Spanish). Yearbook and Leadership class are offered to students. The Yearbook group creates the student yearbook, with a focus on design, articles, and photography. Leadership students focus on positive school culture, lunch activities, and dances. In addition, we are a certified Project Lead the Way middle school offering various introductory engineering, robotics, computer sciences, and biomed classes. There are over 350 students involved in STEM classes here at Sutter. This year a group of science, math, social studies and English teachers along

with two PLTW teachers will be working with a group of 105 6th and 75 7th graders. The team has thematically interwoven their own integrated curriculum that is common core focused. They are also working on developing their own computer software program that leads students working on laptops through a story based integrated curriculum. Physical Education classes utilize heart rate monitors to tailor programs to students' health and fitness needs. During PE classes, the local law enforcement Student Resource Officers come and discuss internet safety with students of all ages. PE classes also recognize a "Student of the Month" each month. Special needs students can be served in one of four programs on campus designed to meet their needs while incorporating them into the mainstream as much as possible.

Sutter has high behavioral expectations for our students, and holds recognition assemblies each trimester for those students who have been role models of excellent Cougar Character and/or straight "A" academic performance. Students are also recognized monthly with Cougar Character Awards for modeling exceptional behavior at school or for demonstrating respect and compassion for others. There is a pancake breakfast for those being recognized with outstanding Cougar Character every trimester. The values and best practices of using positive behavioral supports are strongly valued.

Sutter provides a myriad of activities, sports and clubs for students. For those students who may want to challenge their more academic side, Sutter has an Honor Society. Participation in the district and county science fairs, National Science Competition, National History Day competition, Sacramento Spelling Bee, and the annual Masonic Lodge Essay Contest provide students opportunities to demonstrate their academics gifts outside the classroom. This year the PLTW students participate in the "School of the Future" competition and an annual regatta sponsored by the high school. Our participation in athletics is very high; we offer boys and girls volleyball and basketball, as well as cross-country, wrestling and track for students in all three grades. If your child is more altruistic or community-service inclined then there are Student Council, Student Advisory Board, Site Council, Hands for Hope, Club Live, or Yearbook in which they can participate. In addition, after school programs include MOEM's math competition club, National Science Club, Chess Club, First Lego League robotics club, School of the Future club, rollercoaster building club, Mountain Bike Club, and Homework Club. This year we have added a programming club that is not exclusive to, but highly encourages, the participation of young female students to build the capacity and self esteem in STEM activities. The competition club is a class/club that offers students the opportunity to compete in national and international competitions. Last year a team of three young ladies came in second in an international competition to design their own school. Teams compete in local and regional competitions also; all of which allow students to problem solve, build, and use their creativity. This year, based on results of surveys to students, we will have a Principals Advisory Committee that meets once a month to discuss issues that are important to students and give them a greater voice in policy and procedures.

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

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

Stakeholder Engagement

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

Involvement Process for the SPSA and Annual Review and Update

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

PTA Meetings:

Third Wednesday of every month 4-5/5:30 PM

Site Council meetings:

September 11, September 19, December 11, April 30

Faculty meetings:

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

Department meetings:

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

Grade level team meetings:

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

ELAC meetings:

September 11, September 19, December 11, April 30

Site based Leadership Team PLC meetings:

The first Thursday of every month from 8 - 8:45 AM

In addition, Leadership PLC meets for 1/2 day the week prior to school starting and the week following school ending (or during one of the minimum days the last week of school)

Folsom's Hope Coordinator meetings:

July 31, 2018 and August 7, 2018 with intent of budgeting and reviewing LCAP needs

PBIS team meetings:

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

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

WEB team meetings:

Twice per trimester for planning

Daily with students, M-Th

SAB meetings:

9/11, 10/9, 11/13, 12/4, 1/8, 2/12, 3/12, 4/9, 5/3

SCOE/CARE meetings:

Twice per trimester for updates, budgets, planning, and attendance.

PAC (Principal's Advisory Committee) - student representative group comprised of 2 students per advisory

Beginning the 3rd week in September the student representative group will meet monthly

8th graders on Tuesday, 7th graders on Wednesday, 6th graders on Thursday

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.1%	%	%	2		
African American	2.6%	%	%	38		
Asian	22.5%	%	%	332		
Filipino	2.6%	%	%	38		
Hispanic/Latino	10.9%	%	%	161		
Pacific Islander	0.2%	%	%	3		
White	57.2%	%	%	846		
Multiple/No Response	4.0%	%	%	59		
Total Enrollment				1,479		

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	0		
Grade 1	0		
Grade 2	0		
Grade3	0		
Grade 4	0		
Grade 5	0		
Grade 6	475		
Grade 7	508		
Grade 8	496		
Grade 9	0		
Grade 10	0		
Grade 11	0		
Grade 12	0		
Total Enrollment	1,479		

Conclusions based on this data:

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

2. The current registration at 1,466 is below the level in 2015-2016.
3. The restriction on Choice applicants and inter district students in addition to the return to a more steady enrollment has brought numbers back down.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners				2.6%		
Fluent English Proficient	295			19.9%		
Reclassified Fluent English Proficient	2			5.4%		

Conclusions based on this data:

1. Many more students were reclassified in the 2017-2018 school year to RFEP; the process moving from CELDT to ELPAC provided the opportunity to monitor and reclassify once.
2. ELA is an area that needs targeted growth for EL students; the 3.7% of students who are classified at EL are under-performing.
3. Continued double block of iLit for EL students will be necessary to continue supporting the EL population.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

Conclusions based on this data:

1. Literacy is increasing; iLit bringing students closer to grade level and support of inclusion students is having impact on rising scores.
2. Research and Inquiry still an area of need; use of implemented StudySync curriculum should be supporting an increase in standards met in this subcategory.
3. Reflects a 7.6+ increase in ELA overall performance.

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

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

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

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	36	31.32	34.64	49	52.44	45.57	15	16.24	19.79
Grade 7	39	34.59	32.48	43	50.75	46.50	17	14.66	21.02
Grade 8	38	42.57	45.76	45	45.15	43.59	17	12.28	10.65
All Grades	38	36.38	37.80	46	49.32	45.18	16	14.31	17.02

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

Conclusions based on this data:

1. Overall growth of 11.2+ increase in area of mathematics.
2. Significant decrease in students who are below standards.
3. Concepts and procedures still an area of weakness.

School and Student Performance Data

CELDT Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Conclusions based on this data:

1.

School and Student Performance Data

CELDT Results Annual Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
6	13	9		33	22		27	52		13	9		13	9	
7	36	13		18	44		27	38		9			9	6	
8	11	11		11	44		67	33					11	11	
Total	20	10		23	33		37	44		9	4		11	8	

Conclusions based on this data:

1. Because most students fall in the Advanced and Early Advanced category and are performing well in classes on state testing, the focus will be on those students who are underperforming. Those students will receive instruction in the LCAP funded Intensive EL instruction in English class. The class is a double block set to help students learning English to make strides in ELA so they can access grade level curriculum. Advanced and Intermediate students receive Tier I intervention in classrooms with highly qualified instruction by teachers who have received certification in CLAD training unless their scores, grades, or other data indicate they need to continue in the Intensive EL classes.
2. Students that are intermediate or below may receive additional support in a curriculum support class if they are struggling in their core curriculum classes. Students may be placed in classes with reclassified students to assist if applicable. Students may receive pull out services or curriculum support electives for additional support.

School and Student Performance Data

CELDT Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
6	24	20		24	17		29	43		10	10		14	10	
7	32	21		26	33		21	38		11			11	8	
8	17	9		8	36		58	27			9		17	18	
Total	25	18		21	26		33	38		8	6		13	11	

Conclusions based on this data:

1.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Sutter is going to target lowering our suspension rates: utilize other opportunities such as MFT, SRO on campus, mandatory group meetings
2. Need to target African American and SPED populations as those are higher subgroups for suspension than others; bring to PBIS team for targeted messages and counselors for group
3. For students with repeat suspensions work on check in and check outs, behavior plans, increased positive interactions, and groups.

School and Student Performance Data

Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:

1. Sutter has an attendance rate of 97%
2. Sutter has increased its attendance rate consecutively over past five years
3. Sutter will strive to increase attendance rate by 1%; partially due to increased positive relationships, Love and Logic, and reduction in suspension rates

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Sutter's suspensions increased by 1.5% this year
2. The subgroups with disproportionately high rates are: Homeless, Sped, SED, African American and Hispanic students.
3. Targeted interventions need to be established to provide alternatives to suspension and to provide learning of replacement behaviors through counseling

School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. EL progress is strong at Sutter; 85% or more of the EL population is making growth/progress
2. Sutter will continue to offer services that are working for advanced and early advanced students through Tier 1 interventions in classrooms; although all students will be offered a double block class of ELA
3. Sutter will target students at the emerging levels to provide them with grade level appropriate instruction and build their capacity in ELA.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Focus for increased progress needs to be on these subgroups: EL, Sped, SED students.
2. Support of SED students through STARS after school program will provide academic support and guidance to those students.

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

School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Target subgroups should be: SED, Sped, and Hispanic students
2. Use of funding for STARS after school program for academic support should target both SED and Hispanic populations.

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

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Per previous reports growth percents have been made in overall standing at Sutter for this year.
2. Per previous reports the target groups continue to be EL, Sped and SED students.
3. Funding should target interventions in ELA and math for these subgroups.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

Conclusions based on this data:

1. Students must be in school to engage and learn; the increase rate of suspension negatively impacts learning.
2. SED, Sped, Homeless, African American and Hispanic populations have greatest increase and most days missed of school from suspension.
3. PBIS team, administration, and community partnerships need to front the suspension of students with supplemental consequences.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Lower suspensions using resources to provide education of replacement behaviors to students; seek alternates to suspension.
2. Target EL, Sped, and SED students for growth in ELA.

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3. Provide more services to at risk students who are homeless and/or socioeconomically disadvantaged

Goals, Strategies, & Proposed Expenditures

Goal 1

Statement

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

Goal Description

Sutter will implement iLit classes in a double block for all EL students (offer all; necessitate for those more than three grade level below), in addition to providing all students that are more than 2 grade levels below the opportunity to access iLit curriculum while maintaining 100% compliance with Williams' Act.

Focus department wide on writing.

Sutter will also be sure that opportunities in STEM exist for all students including EL, Sped, and LI.

Funds for Maker's Lab.

Interventions to include CARE, iLit, iReady, Homework Club, and any other data based interventions that may arise during year.

LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

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

Basis for this Goal

Achievement gap with EL and LI students at Sutter.

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

Implement iLit at each grade level for EL's.

Students to be Served by this Strategy/Activity

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

Timeline

Ongoing

Person(s) Responsible

Lead teachers and coaches on district level, Support from ELA leads, STEM team, Assistant Principal in charge of ELA and STEM

Proposed Expenditures for this Strategy/Activity

Source LCFF - Supplemental

Budget Reference None Specified

Description Focus of PLC's in ELA

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

Focus on at risk students, LI, EL and Sped

Timeline

September 2018

Person(s) Responsible

Lead teachers and Donna Sorensen

Proposed Expenditures for this Strategy/Activity

Source District Funded

Description Professional Development

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All students

Timeline

September/ ongoing

Person(s) Responsible

Keri Phillips, Principal, English department

Proposed Expenditures for this Strategy/Activity

Source District Funded

Description Testing during class time, analysis during dept meetings

Strategy/Activity 4

Extended Day Interventions (LCAP 4, 4.1, 4.6)

Students to be Served by this Strategy/Activity

All students, LI students

Timeline

2018-2019; ongoing

Person(s) Responsible

Principal, Folsom's Hope

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

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

Timeline

2018-2019; ongoing

Person(s) Responsible

Curriculum support teachers/Inclusion model/intervention teachers/Instructional assistants

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Site/Master schedule planning
Source	LCFF - Supplemental

Budget Reference	2000-2999: Classified Personnel Salaries
Amount	6016
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 6

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

Students to be Served by this Strategy/Activity

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

Timeline

2018-2019; ongoing

Person(s) Responsible

Designated teacher for iLit

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 7

Support funding of STEM program to provide opportunities for all students

Students to be Served by this Strategy/Activity

Sped, LI, EL

Timeline

2018-2019

Person(s) Responsible

STEM lead, STEM AP

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	In Kind
Budget Reference	4000-4999: Books And Supplies
Description	PO at Lowe's for Maker's Lab needs
Amount	1,500.00

Source	In Kind
Budget Reference	0000: Unrestricted
Description	Cost to support LI access to all STEM activities and field trips including bussing

Strategy/Activity 8

STEM opportunities for Competition: cost of competition and travel

Students to be Served by this Strategy/Activity

ALL STEM students

Timeline

2018-2019

Person(s) Responsible

STEM lead, Prinicipal

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	In Kind
Budget Reference	0000: Unrestricted
Description	Travel too and from competitions for STEM

Strategy/Activity 9

Maker's lab needs

Students to be Served by this Strategy/Activity

All STEM students

Timeline

2019-2020

Person(s) Responsible

STEM Lead, Prinicipal

Proposed Expenditures for this Strategy/Activity

Source	In Kind
Budget Reference	6000-6999: Capital Outlay
Description	Maker's lab needs: all remaining In Kind carryover for Maker's lab expenses for Summer 2019

Goals, Strategies, & Proposed Expenditures

Goal 2

Statement

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

Goal Description

Increase student attendance through iLoss; lower suspension rates.
Focus on reducing incidents of bullying on campus and through social media.
More training for WEB staff leaders to further implement the transition program
Increase family, parent, and student engagement; create a voice for students called Principals Advisory Board for student input.
Utilize community partnerships that support student learning.
Create more opportunities for community to engage in and understand the LCAP process.

LCAP Goal

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

Basis for this Goal

Promoting an engaging, positive school environment for students, staff, parents, and community.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Surveys: CAHKS, staff/student surveys, community/parent surveys		
Attendance at Social Media night		
iLOSS data; dashboard data		
HUB Community record		
Principal Advisory Board input		

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

Sped, LI, and Hispanic students; all students

Timeline

2018-2019; ongoing

Person(s) Responsible

Administration, MFT's, SRO

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Assistant Principals, PBIS committee

Proposed Expenditures for this Strategy/Activity

Amount	800.00
Source	Donations
Budget Reference	0000: Unrestricted
Description	PBIS activity needs for promoting anti-bullying campaign

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

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

Timeline

February 2019

Person(s) Responsible

WEB leaders

Proposed Expenditures for this Strategy/Activity

Amount	2,500.00
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference for advisors for WEB to receive next level of training for implementation

Strategy/Activity 4

Increase family, parent, and student engagement.

Students to be Served by this Strategy/Activity

All students

Timeline

Fall 2018; Ongoing

Person(s) Responsible

PTA, Principal, counseling and administration

Proposed Expenditures for this Strategy/Activity

Amount	650.00
Source	Donations
Budget Reference	0000: Unrestricted
Description	Food for community and students for meetings including the Internet Safety night and the PAB student meetings

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

EL students

Timeline

Spring 2018

Person(s) Responsible

Counseling staff

Proposed Expenditures for this Strategy/Activity

Amount	300.00
Source	Donations

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Translation services for EL parents for transition meetings and/or IEP meetings

Strategy/Activity 6

CARE implementation

Students to be Served by this Strategy/Activity

Low Income, at-risk youth, homeless

Timeline

2018-2019

Person(s) Responsible

Principal, SCOE rep, SCOE teacher, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
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Source	Donations
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Budget Reference	0000: Unrestricted
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Description	Field trip opportunities for at-risk youth; support Low Income students in participating
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Amount	1,000.00
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Source	District Funded
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Budget Reference	4000-4999: Books And Supplies
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Description	General operating costs for at-risk youth program funded from money given back to district from SCOE
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Amount	3,000.00
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Source	General Fund
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Budget Reference	None Specified
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Description	CARRYOVER; Homework club/STARS: Folsom's Hope pays for one of the after school program supervisors
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Amount	6,000
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Source	District Funded
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Budget Reference	0000: Unrestricted
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Description	CARE
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Strategy/Activity 7

Utilize community partnerships that support student learning.

Students to be Served by this Strategy/Activity

EL, Sped, Low Income; All students

Timeline

2018-2019; Ongoing

Person(s) Responsible

Principal, SCOE teacher, PBIS committee

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified
Description	Money for Pancake breakfasts with Folsom Community Bible Church for Cougar Character awards

Strategy/Activity 8

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

Students to be Served by this Strategy/Activity

All students; target subgroups

Timeline

Fall 2019

Person(s) Responsible

Principal, Site reps

Proposed Expenditures for this Strategy/Activity

Amount	600.00
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for a day to train in LCAP in the Fall of 2019 - monies will be used for sub costs to train site council staff

Strategy/Activity 9

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019

Person(s) Responsible

Department Leads; Counselors; PBIS team

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified
Description	Curriculum for Second Step

Strategy/Activity 10

Staff training on Love and Logic

Students to be Served by this Strategy/Activity

All Students

Timeline

Fall 2018

Person(s) Responsible

Admin and teacher trainers, MFT

Proposed Expenditures for this Strategy/Activity

Amount	150.00
Source	General Fund
Budget Reference	0000: Unrestricted
Description	Needs for weekly meetings for before and after school sessions in the Fall

Goals, Strategies, & Proposed Expenditures

Goal 3

Statement

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

Goal Description

Provide time for teachers to meet for PLC work that includes student friendly learning targets, formative assessments, common assessments, and appropriate intervention based on assessments.

Provide training in the areas for PLC work.

Provided training in relation to Social and Emotional Learning (LAL, Suicide Prevention, Anti-Bullying, Internet Safety, etc)

Provide training to expand the WEB program.

Provide training to student leaders/Activities Director in community building.

Provide opportunities for teachers to train in their curricular areas and/or bring curricular trainers to campus to work with staff as needed; for example, bring the iLit trainers to campus for a on-te-job training day.

Provide support and opportunities for STEM Academy at Sutter.

LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)

3.1 Provide professional development in new adoptions and local curriculum.

3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.

3.3 Provide access to A-G, CTE, IB, AP and STEM courses.

Basis for this Goal

Professional development allows teachers to learn more about research based practices that lead to improved school culture, improved engagement, and improved learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Staff surveys		
Meeting/training/conference agendas and reports out to staff		
Implemented WEB activities		
Increase in implementation of Love and Logic in the classroom		

Planned Strategies/Activities

Strategy/Activity 1

Provide time and/or training for PLC work.

Students to be Served by this Strategy/Activity

All Students

Timeline

Fall 2018, ongoing

Person(s) Responsible

Department leads, administration, PTA

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Provide support for and increased opportunities in STEM Academy

Students to be Served by this Strategy/Activity

EL, LI, Sped

Timeline

2018-2019

Person(s) Responsible

STEM teachers, counseling, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	General Fund
Budget Reference	0000: Unrestricted
Description	CARRYOVER; Support LI students to participate in STEM through funding educational opportunities
Amount	2,000.00
Source	In Kind
Budget Reference	None Specified
Description	CARRYOVER: Supplies and costs of materials for classroom projects/needs; Intel funds to support STEM elective needs

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

Student Leadership group; all students

Timeline

2019

Person(s) Responsible

Activities Director, Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,500.00
Source	Donations
Budget Reference	0000: Unrestricted
Description	Conference on school climate for Student Leadership group

Goals, Strategies, & Proposed Expenditures

Goal 4

Statement

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 and our Hispanic students.

Goal Description

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

LCAP Goal

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

Basis for this Goal

Need to increase progress of underserved population (EL, LI, Sped) and monitor their progress towards goals.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady, CAASSP, iLit assessments		
Dashboard suspension rates, attendance data		

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

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

Timeline

Spring 2018-2019

Person(s) Responsible

Counselors, teaching staff (ELA), administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

EL and LI students

Timeline

2018-2019

Person(s) Responsible

Athletics director, teaching staff, administration

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	General Fund
Budget Reference	0000: Unrestricted
Description	CARRYOVER: Student Scholarships for instructional activities
Amount	2,000
Source	Other
Description	Student scholarships for sports and or club activities
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Accounted for cost in another goal. After school activities/clubs including STARS
Amount	585.00
Source	General Fund
Budget Reference	0000: Unrestricted
Description	CARRYOVER; Support and supplies for the Mentor program

Strategy/Activity 3

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)

Students to be Served by this Strategy/Activity

EL, Sped, LI

Timeline

2018 ongoing

Person(s) Responsible

PLC Leadership, Lead teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified
Description	Supplemental material, equal access, support in home language when applicable

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

Sped

Timeline

2018 ongoing

Person(s) Responsible

Andy Evans, Inclusion team

Proposed Expenditures for this Strategy/Activity

Amount	800.00
Source	Parent-Teacher Association (PTA)
Description	PD, materials, class structures, additional supports

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

Sped, LI, Homeless, At-Risk

Timeline

2018-2019

Person(s) Responsible

MHS specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

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

Students to be Served by this Strategy/Activity

LI, Sped, EL

Timeline

2018-2019

Person(s) Responsible

STEM lead

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	Donations
Budget Reference	None Specified
Description	Money for STEM to provide lab materials, costs and funding for support of all students with a focus on EL, Sped, and LI; may include training.

Strategy/Activity 7

GLAD training

Students to be Served by this Strategy/Activity

EL, Sped

Timeline

2018-2019

Person(s) Responsible

Teacher attending conference

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Send teacher to GLAD training funded by district

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

School Goal:

1. Build in to the 6th and 7th grades a Strategic English inclusion class for gen ed and sped student who are three or more grade levels behind; use data from iReady and CAASP to determine placement. LCAP 4.1, 4.4
2. Focus on reaching EL/LI and special education students in Tier I and Tier II using instructional strategies to improve achievement with a focus on inclusion model through gen ed StudySync in Tier I. Implement iLit curriculum in double block schedule to support acquisition for EL/LI in Tier II. LCAP 4.3, 1.3
3. Ensure students are reading at the 8th grade level when students are in 8th grade. LCAP 4.1

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Training in Common Core: Identify successful EL strategies and implement iLit (LCAP 3, 3.1, 4.1)	Goal met.	Focus of PLC's in ELA Common Core	
PLC focus department on writing standards: ELA focus on increasing proficient writing and reading levels by 5%. Continue ongoing identification of deficits and interventions and use reading strategies during intervention for secondary students (LCAP 3, 3.1B, 4.1)	ELA and social studies both implemented Step up to Writing (SUTW) in grades 6 and 7. Goal met	Professional Development District Funded	
iReady analysis: training the assessment committee followed by the ELA department on analysis of data using both Illuminate and iReady results for early identification of students (LCAP 4.1 A-C)	Continuing to implement. iReady progress made, but need to expand use of Illuminate in coming year.	Testing during class time, analysis during dept meetings District Funded	
Extended Day Interventions (LCAP 4, 4.1, 4.6)	Implemented Summer Boost program	Summer School None Specified LCFF - Supplemental	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	
		Homework Club: PTA None Specified 3,000	
Interventions during school day; Will include the use of curriculum support classes as and in lieu of electives, CARE support, pull outs, and 1:1 tutoring. Inclusion model will also support the special education students during first instruction. EL/EO Intensive ELA classes. (LCAP 4.3 A, D; 4.4D)	Goal met	Site/Master schedule planning None Specified	
		Provide additional programs and support to LTELs and high need students Provide additional interventions and services during the school year as student academic needs are determined. Double block intensive ELA classes for EL/EO students. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 22106	
		3000-3999: Employee Benefits LCFF - Supplemental 6016	
Provide Double Block of ELA for Strategic sixth and seventh grade classes for those working 3 grades or more below their grade level. (LCAP 4.4D)	Goal met. Expand next year to 8th.	Use master scheduling to squeeze the double block: low numbers and additional materials for a support class/writing block LCFF - Supplemental	

Analysis

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

Had iLit classes for EL and 6th/7th grade ELA classes implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students increased scores: EL students move to grade level iLit classes. iLit gen ed students move to grade level classes with more than 50% success rate. Continue program. Add 8th grade level for 3 years.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Need 8th grade class for 3 year period. After which, the idea would be that it should not be needed. There are more sped classes added so that the gen ed classes do not overpopulate with sped students. Should be a sped cap in gen ed classes of no more than 20%.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

LCAP School Goal
 3.2 Ensure all EL students have access to research-based EL instructional strategies to improve achievement;
 3.2 Train teachers and administrators in research based EL strategies and ELD (ie. ELA/ELD Adoption, GLAD and CORE).
 4.3 B Provide ongoing professional development to Program Monitors for each school to coach and facilitate teacher's understanding of EL, LTEL and RFEP.
 4.3 D Ensure EL students receive appropriate ELA/ELD curriculum and instruction through teacher support and material training, increase framework knowledge and provide scheduling and instructional grouping guidance.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Placement of students in support classes when appropriate (LCAP 4.3D)	Goal met	Place student in Gen Ed Support Classes to get homework assistance and in ELA classes where appropriate to better meet targeted language acquisition Provide additional programs and support to LTELS and high need students Provide additional interventions and services during the school year as student academic needs are determined 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 22105 3000-3999: Employee Benefits LCFF - Supplemental 6017	
Analysis in team collaboration times of strands for EL students to better understand current	Provided reclassification data via district forms; better analysis of student	Use collaboration time to analyze known data on EL population to better	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
proficiencies and needs (LCAP 1.3, 4.3B)	performance towards goals	assist them in the strands in ELA where they are deficient	
District wide professional developments centered on CCSS and assessment (LCAP 3.2)	Goal Met; Myron Dueck training 2018	Training on assessment for student learning. May incur Sub Costs None Specified 1,000	
		Training on grading for standards mastery	
Supplemental materials for Intensive program through GLAD training/strategies (LCAP 4.3D)	Ongoing	GLAD training for teachers 0001-0999: Unrestricted: Locally Defined District Funded	
		SIPPS materials None Specified District Funded	
		GLAD materials 4000-4999: Books And Supplies Site Formula Funds 200	
Work with 8th grade transition to High School families for EL to better understand high school pathways and requirements through an orientation for EL families (LCAP 2.3, 4.3, 4.6)	Goal not met; need to better implement this for EL families - ongoing	Orientation for EL families None Specified None Specified	
Extended Day Interventions (LCAP 4.3)	Goal met	Summer School None Specified LCFF - Supplemental	
		Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	
		Homework club/STARS Foundation	
		CARE funds 0000: Unrestricted District Funded 6,000	
Expand the use of technology in first instruction and STEAM at high poverty schools: create project	Goal Met	STEM Academy None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
based/experiential based opportunities, promote math/science within academy, build awareness of opportunities for students (LCAP 3.3)			
Ensure EL/LI students have access to electives (LCAP 3.3)	Goal met	After-school student clubs and transportation. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2305 3000-3999: Employee Benefits LCFF - Supplemental 351	

Analysis

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

For most of this goal, wide implementation of support for both the Tier 1 and Tier 3 students was successful. iLit implementation supported the tTer 3 students. SIPPS and iLit combined with CLAD certified Tier 1 teachers made for improvements at all levels

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Effective. 85% of higher level EL's are meeting or exceeding standards. The newcomers at earliest levels still require more support.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Need to work with EL families of 8th grades students on high school elective progression.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

School Goal (s):

1. Site will ensure students are meeting grade level standards: growth target of 5%. Focus on increase for EL/LI and special education students. LCAP 4.3,4.4
2. Use intervention teacher to support push in model of inclusion in mathematics 4.2, 4.3
3. Use intervention teacher to support teachers in analyzing data LCAP 4.2
4. Increase students in advanced mathematics classes LCAP 1.3, 3.3, 4.2

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase the number of students taking advanced math, science, and engineering courses (LCAP 1.3, 3.3 ,4.2)	Ongoing. Enrollment in these courses did not decrease even though the enrollment of the site decreased by 100 students. Overall, goal met.	STEM Academy, Additional sections of PreAP courses, PLTW classes and science challenge clubs to add opportunities for students. None Specified	
Increase the achievement of under performing categories of students in all content areas as measured by SBAC, and benchmarks by 5%. Performance in subgroups of socioeconomic and special needs must be improved in those areas specifically through implementation of PBL, math support, continual assessment for identification of struggling learners (LCAP 4.2, 4.3, 4.4)	SED and Sped still widest gap; ongoing. However, scores did increase in math and ELA by 5%	Training in Tier I and Tier II interventions. Work with team collaboration to develop skill sets. Require intervention for students; use of math intervention specialist. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 22105	
		3000-3999: Employee Benefits LCFF - Supplemental 6017	
		Ensure students are meeting grade level standards in math Implement strategies for mastery of basic math facts, hands-on and project-based learning, and	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		math challenge problems Provide math support to students with high needs 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 32586	
		3000-3999: Employee Benefits LCFF - Supplemental 11161	
Extended Day Interventions (LCAP 4.3)	Goal met	Summer School None Specified LCFF - Supplemental	
		Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	
		Home Work Club/STARS implementation None Specified LCFF - Supplemental	
		Math interventions before school with targeted population that are on the cusp - targeted to increase from Nearly Met to Standards Met 0001-0999: Unrestricted: Locally Defined LCFF - Supplemental	
Implement use of Mathematics Intervention Specialist (LCAP 4.2)	Goal met	1000-1999: Certificated Personnel Salaries Title III	

Analysis

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

Focus is on closing the achievement gap for EL and Sped and SED students. They are still most disproportionate in not meeting goals, however the growth is occurring. Overall goals increased by 5%, but not in subcategories. Need to continue focus here

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Changing use of Intervention Teacher. Adding Illuminate specialist. Advance classes are great for most students, but need to get more SED students in advanced courses.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Evaluate effectiveness of MIT, work on support for SED and EL in advanced classes. Continue to support SPED in inclusion to meet growth goals.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

1. Ensure English Learners make yearly progress LCAP 4.3
2. Ensure Special Education Students make yearly progress LCAP 4.4
3. Make 5% goals for LI students as identified in Illuminate.LCAP 4.1, 4.2, 4.3,

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC	5% growth	
CASSP	3% growth	
CASSP, iReady	5% growth	

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Identify students through use of iReady, data on Illuminate from Common Assessments and SBAC, ELPAC/CELDT (Goal met	Use data to identify struggling students in subcategories	
Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities (LCAP 2.4 ,2.5, 3.3)	Ongoing	Student Scholarships for instructional activities 5700-5799: Transfers Of Direct Costs LCFF - Supplemental 1759	
		Student scholarships for sports and or club activities 5700-5799: Transfers Of Direct Costs LCFF - Supplemental 1441	
		After school activities/clubs including STARS 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 9827	
		3000-3999: Employee Benefits LCFF - Supplemental 1494	
4.3. Provide a broad range of standards-aligned curriculum and	Goal met	Supplemental material, equal access, support in home language when	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
supplemental instructional resources in English to ensure students are receiving appropriate EL instruction (LCAP 3.2, 3.3)		applicable LCFF - Supplemental	
4.4 Identify appropriate curricular supports for special education students including PD for inclusion model staff (LCAP 4.4)	Goal met	PD, materials, class structures, additional supports Parent-Teacher Association (PTA) 800.00	
4.4 Use of MFT on campus to work with students with noted mental health concerns (LCAP 2.4)	Goal met; ongoing	Use of MFT/counseling services 1000-1999: Certificated Personnel Salaries	
Offer more intervention programs Provide additional programs and support to LTELS and high need students (LCAP 4.1, 4.2, 4.3, 4.4)	Goal met	Provide additional interventions and services during the school year as student academic needs are determined 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 22106 3000-3999: Employee Benefits LCFF - Supplemental 6017	
Provide double block in ELA and math if needed for language and math skills acquisition for EL students (LCAP 4.3, 4.4)	Goal met	Extra block of ELA for writing and support in ELA for EL students at beginning and Intermediate levels EIA Funds	

Analysis

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

All of these goals were implemented with some degree of success; goals will be ongoing

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Most strategies highly effective. Use of Inclusion Model will be ongoing. Identification of students successful. Continue to implement Tier 1 strategies that are successful and analyzed

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Better use of MIT, continued study on progress of EL's and Sped students.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	42,243

Allocations by Funding Source

Funding Source	Amount	Balance
General Fund	25,634	-2,601.00
Parent-Teacher Association (PTA)	11,000	4,700.00
Donations	10,866	-34.00
In Kind	16,609	7,109.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	7,000.00
Donations	10,900.00
General Fund	28,235.00
In Kind	9,500.00
LCFF - Supplemental	6,016.00
Other	2,000.00
Parent-Teacher Association (PTA)	6,300.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00
0000: Unrestricted	30,185.00
1000-1999: Certificated Personnel Salaries	5,100.00
2000-2999: Classified Personnel Salaries	3,000.00
3000-3999: Employee Benefits	6,016.00
4000-4999: Books And Supplies	5,550.00
5000-5999: Services And Other Operating Expenditures	4,800.00
None Specified	12,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	District Funded	6,000.00
4000-4999: Books And Supplies	District Funded	1,000.00
0000: Unrestricted	Donations	3,950.00
1000-1999: Certificated Personnel Salaries	Donations	600.00
4000-4999: Books And Supplies	Donations	1,550.00
5000-5999: Services And Other Operating Expenditures	Donations	2,800.00
None Specified	Donations	2,000.00
0000: Unrestricted	General Fund	15,735.00
1000-1999: Certificated Personnel Salaries	General Fund	4,500.00
2000-2999: Classified Personnel Salaries	General Fund	3,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	2,000.00
None Specified	General Fund	3,000.00
0000: Unrestricted	In Kind	4,500.00
4000-4999: Books And Supplies	In Kind	3,000.00
None Specified	In Kind	2,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	6,016.00
	Other	2,000.00
	Parent-Teacher Association (PTA)	800.00
None Specified	Parent-Teacher Association (PTA)	5,500.00

Expenditures by Goal

Goal Number	Amount
Goal 1	21,016.00
Goal 2	16,650.00
Goal 3	23,900.00
Goal 4	8,385.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Keri Phillips	Principal
Dina Nelson	Classroom Teacher
Lindsay Castro	Classroom Teacher
Debra Krikourian	Classroom Teacher
Salwa Kasabian	Parent or Community Member
Chrisi Jones	Other School Staff
Kelley Robinson-Abello	Parent or Community Member
Edward Martinez	Secondary Student
Saadhana Ramaswamy	Secondary Student
Jaya Tripathi	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELACMembers	Role
Keri Phillips	Principal
Lindsay Castro	Classroom Teacher
Salwa Kasabian	Parent or Community Member
Kelley Robinson-Abello	Parent or Community Member
Jaya Tripathi	Parent or Community Member
Edward Martinez	Secondary Student
Saadhana Ramaswamy	Secondary Student

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 09/18/2018.

Attested:

Principal, Keri Phillips on 09/18/2018

SSC Chairperson, Kelley Robinson-Abello on 09/18/2018

Agenda: Site Council/ELAC final revision/approval SPSA
Date: September 24, 2018

Attendance: See signed attendance on Site Council Membership form
Salwa Kasabian, Deb Krikourian, Lindsay Castro, Dina Nelson
Kelley Robinson-Abello, Chrisi Jones, Saadhana Kallampalli,
Jaya Tripathi
Absent: Edward Martinez

- I. Review changes from last meeting
Changes from: Saadhana, Salwa, Kelley
- II. Any new revisions
 - Addition of Second Step to Goal 2 - Lindsay
 - Addition of LAL training to Goal 2 - Lindsay
 - Spelling error - Description Goal 2 - Dina
 - Change of budget code Goal 4 - Chrisi
- III. Vote on acceptance
 - Unanimously approved
 - One student member absent - Edward Martinez
 - Will review with him upon his return to school
- IV. Signatures
- V. Next meeting date to review progress
 - Team prefers January to December
 - January 29th is agreed upon date
- VI. Adjourn

Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018 Single Plan for Student Achievement	2018-09-21		View	View	#2

Previous Section
[English Learner Advisory Committee Meeting](#)

Current Section
Recommendations and Assurances

Next Section
[Addendum](#)

[Save Data](#) [View Current Document](#) [View Section](#)

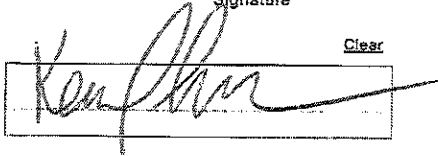
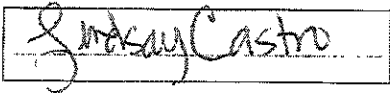
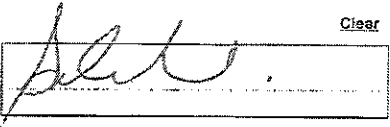
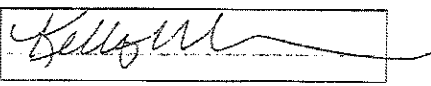


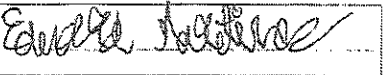

Recommendations and Assurances

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 Single Plan for Student Achievement (SPSA) requiring board approval.

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

Signature	Committee or Advisory Group Name
 Clear	<input type="checkbox"/> State Compensatory Education Advisory Committee
 Clear	<input checked="" type="checkbox"/> English Learner Advisory Committee
 Clear	<input type="checkbox"/> Special Education Advisory Committee
 Clear	<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee
 Clear	<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement
 Clear	<input type="checkbox"/> Compensatory Education Advisory Committee
 Clear	<input type="checkbox"/> Departmental Advisory Committee
 Clear	<input type="checkbox"/> Other: <input type="text"/>

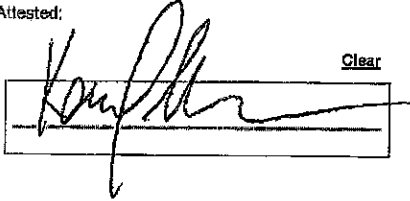
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

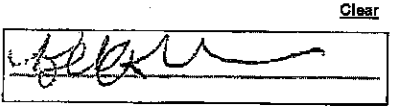
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to

Improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 09/18/2018 ^{9/24/18 KARA}

Attested:

Clear


Clear


Principal, <u>Kerl Phillips</u> on <u>09/18/2018</u>
SSC Chairperson, <u>Kelley Robinson-Abello</u> on <u>09/18/2018</u> ^{9/26/18 KARA}

Previous Section
English Learner Advisory Committee Membership

Current Section
Recommendations and Assurances

Next Section
Acadendum

Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018 Single Plan for Student Achievement	2018-09-21		View	View	42



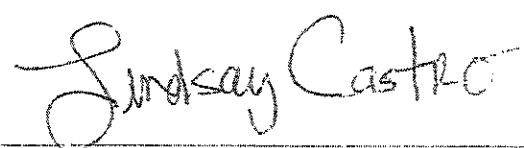

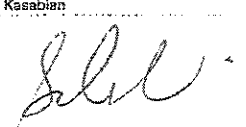
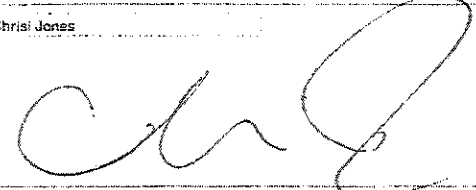
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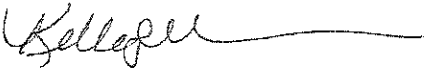
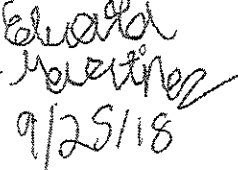
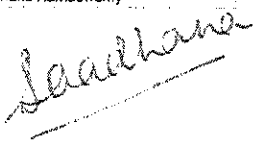

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School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Keri Phillips 	<input checked="" type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
Dina Nelson 	<input type="checkbox"/> Principal <input checked="" type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
Lindsay Castro 	<input type="checkbox"/> Principal <input checked="" type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
Debra Krikourian 	<input type="checkbox"/> Principal <input checked="" type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
Salwa Kasabian 	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input checked="" type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
Chrisi Jones 	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input checked="" type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student

Kelley Robinson-Abello 	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input checked="" type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
Edward Martinez absent 9/24/18 	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input checked="" type="checkbox"/> Secondary Student
Saadhana Ramaswamy 	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input checked="" type="checkbox"/> Secondary Student
Jaya Tripathi 	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input checked="" type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student

Add Row 10 rows remaining.

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.

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