School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sutter Middle School	34673306118012	September 22, 2020	October 22, 2020

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Purpose and Description

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

Schoolwide Program

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

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

School Vision and Mission

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

School & Community Profile

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

Sutter Middle School (SMS) is located thirty minutes East of Sacramento in the foothills of the Sierra Mountains in the town of Folsom (population 73,000, elevation 220 ft.) with a population of 1,496 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, SMS 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. SMS has focused this year on Cougar Character Pillars with support from the Parent Teacher Association (PTA). There is team of teachers, counselors and administration that work closely on developing weekly messages for all students that support the Pillars of Cougar Character and provide information about the challenges of bullying and

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

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

We are very proud of our strong music program. Over 300 students participate in choir, orchestra or band here at Sutter Middle School. All programs received high marks at the Golden Empire music festival. The Sutter Middle School Jazz Band has risen to the ranks of top honors. We continue to see excellence in this program as well as all of our music programs here at SMS. Students at SMS have a variety of academic opportunities. Honors classes are offered in Language Arts, and advanced Math classes are in place to further challenge students. In addition, there is now a language program that begins in the 6th grade, allowing students who successfully complete the strand to enter high school with Spanish 2 already completed, and finish their 3rd year of a language as early as their freshman year. The exploratory "elective" program provides students with opportunities to experience Computer Applications, Technology Project Lead The Way (PLTW), Drama, Art, and Support, and this year Spanish 1A (a two year elective to help 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 bio-med classes. There are over 350 students involved in Science Technology Engineering and Math (STEM) classes here at SMS. This year a group of Science, Math, Social Studies and English teachers along with two PLTW teachers will be working with a group of 105 6th and 75 7th graders. The team has thematically interwoven their own integrated curriculum that is common core focused. They are also working on developing their own computer software program that leads students working on laptops through a story based integrated curriculum. Physical Education (PE) classes utilize heart rate monitors to tailor programs to students' health and fitness needs. During Physical Education (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.

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

SMS provides a myriad of activities, sports and clubs for students. For those students who may want to challenge their more academic side, SMS 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, School Site Council, Hands for Hope, Club Live, or Yearbook in which they can participate. In addition, after school programs include Mathematical Olympiads for Elementary and Middle Schools (MOEM's) Math competition club, National Science Club, Chess Club, First Lego League robotics club, School of the

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

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

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

Comprehensive Needs Assessment Components

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

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

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

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

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

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

All staff are participating in on-going Professional Development (PD). Professional Development will focus PLC work to include formal and informal assessments, training for Project Lead The Way (PLTW), inclusion model instruction, and PBIS/SEL goals as set by the staff.

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

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

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

District Lead Teachers provide on-going support to teachers. The Professional Development cadre facilitates Instructional Focus Meetings to provide teachers time for collaboration. Two minimum days per year will be used for the primary focus of targeted Professional Development. The Parent Teacher Association (PTA) will support teachers in going to Professional Development that will assist in meeting school goals and vision; this year the focus will be on both academic and Social and Emotional Learning (SEL).

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

We support an inclusion model in all core subject areas. If a student is more than two grade levels below, there are intensive and/or strategic classes designed to make them grade level ready so they can access grade level curriculum in the areas of ELA and Math. Additional after school interventions are also offered. Both general and special education electives that provide additional assistance with curriculum and student achievement are available within the school day. In addition to double-block iLit ELA classes for students that are more than two grade levels below, in the 2020-2021 school year we will utilize Lower Performing Students Block Grant (LPSBG) monies to add 1 Math class in the 7th grade with reduced class sizes and a focus on mastery of targets to assist students who need Math support. In addition, we will use the LPSBG to support a .2 counselor to support those students.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

Funding

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Site Council meetings:
July: 22, 2020
August: 31, 2020
September 22, 2020
January: 20, 2021

Faculty meetings:
During Distance Learning: One meeting per month on Monday from 10:30 - 11:45. If we return at any point to a traditional schedule we will revert to one meeting per month on Friday from 2:20-3:30 PM (third Friday of the month)

ALTERNATE: If Mondays become collaboration dates all faculty meetings will automatically move to Monday mornings 1 time per month

Department meetings:
During Distance Learning: Two meetings per month on Monday from 10:30 - 11:45. If we return at any point to a traditional schedule we will revert to one meeting per month on Friday from 2:20-3:30 PM (third Friday of the month)Two meetings per month on Friday from 2:20-3:30 (first and fourth Friday of the month)
ALTERNATE: If Mondays become collaboration dates all faculty meetings will automatically move to Monday mornings 2 times per month

Grade level team meetings:
During Distance Learning: One meeting per month on Monday from 10:30 - 11:45. If we return at any point to a traditional schedule we will revert to one meeting per month on Friday from 2:20-3:30 PM (third Friday of the month)One meeting per month on Friday from 2:20-3:30 (second Friday of the month)
ALTERNATE: If Mondays become collaboration dates all faculty meetings will automatically move to Monday mornings 1 time per month

ELAC meetings:
July: 22, 2020
August: 31, 2020
September: 22, 2020
January: 20, 2021

Site based Leadership Team PLC meetings:
During Distance Learning: One meeting per month on Monday from 8:30-9:30 AM. If we return at any point to a traditional schedule, we will revert to one meeting per month on 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: 22, 2020 with intent of budgeting and reviewing LCAP needs
August 31, 2020
September 18, 2020

PBIS team meetings:
Afternoons: Thursdays during asynchronous time

WEB team meetings:
Twice per trimester for planning
Daily with students, M-F during Distance Learning
ALTERNATE: If Mondays become the collaboration dates, then WEB will meet EVERY OTHER DAY based on the A/B model

Student Advisory Board (SAB) meetings:
1 time Per month via Zoom or Teams as arranged by district lead

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

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

Resource Inequities

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

SMS has received approximately $120,000 to use over a three-year period. The monies are from the Lower Performing Student Block Grant (LPSBG). The monies are to be used to support students who are not identified in other funding groups such as IEP students and EL students. These identified students who are performing far below grade level will receive intervention to support them. The intervention may be in the form of Professional Development (PD) provide to staff to provide better Tier 1 instruction. The funds could provide sections to lower class size. The funds could provide before or after school intervention. The use of the funds will be documented through grant use applications. This year the funding will provide one additional section in Math for 7th grade and a counselor for an additional .2. The counselor will continue to service the LPSBG students.

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
American Indian	0.33%	0.55%	0.4%	5	8	6
African American	2.11%	1.51%	1.53%	32	22	23
Asian	25.79%	24.69%	22.04%	391	359	331
Filipino	2.97%	3.09%	3.53%	45	45	53
Hispanic/Latino	9.70%	10.87%	11.78%	147	158	177
Pacific Islander	0.40%	0.62%	0.53%	6	9	8
White	53.03%	52.34%	51.93%	804	761	780
Multiple/No Response	%	%	8.19%			1
			Total Enrollment	1516	1,454	1,502

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	17-18	**18-19**	**19-20**
Grade 6	491	459	477
Grade 7	489	518	501
Grade 8	536	477	524
Total Enrollment	1,516	1,454	1,502

Conclusions based on this data:

1. COVID-19 will pose an issue for us this school year; families will opt for home studies and I predict it will impact enrollment with a decline.

2. The current registration at 1,467; this is 42 students less than were SMS started in 2019-2020

3. In the 2016-2018 school years, the population of students had increased; there was a bubble of students attending SMS.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	72	56	63	4.7%	3.9%	4.2%
Fluent English Proficient (FEP)	324	324	306	21.4%	22.3%	20.4%
Reclassified Fluent English Proficient (RFEP)	2	26	2	3.6%	36.1%	3.6%

Conclusions based on this data:

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

2. ELA is an area that needs targeted growth for EL students; funding for double block of ELA for EL students through EL/LI funding continues.

3. 2018-2019 RFEP students was large due to a push to reclassify before leaving CELDT and moving to ELPAC.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	435	492	456	426	484	450	426	484	449	97.9	98.4	98.7
Grade 7	533	477	512	527	471	504	527	470	504	98.9	98.7	98.4
Grade 8	508	510	465	503	506	462	503	506	462	99	99.2	99.4
All	1476	1479	1433	1456	1461	1416	1456	1460	1415	98.6	98.8	98.8

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2566.	2564.	2572.	30.52	29.34	33.41	37.32	36.57	37.19	20.42	22.11	18.49	11.74	11.98	10.91
Grade 7	2596.	2594.	2600.	30.74	30.21	33.33	42.13	42.34	38.89	16.32	16.17	18.25	10.82	11.28	9.52
Grade 8	2609.	2631.	2619.	26.84	38.54	32.25	44.33	38.74	43.94	19.28	16.40	14.07	9.54	6.32	9.74
All Grades	N/A	N/A	N/A	29.33	32.81	33.00	41.48	39.18	40.00	18.54	18.22	16.96	10.65	9.79	10.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	37.09	38.64	40.53	47.42	46.07	43.65	15.49	15.29	15.81
Grade 7	41.18	41.70	40.08	46.30	44.68	47.22	12.52	13.62	12.70
Grade 8	46.32	52.17	45.67	40.95	37.15	42.64	12.72	10.67	11.69
All Grades	41.76	44.32	42.05	44.78	42.53	44.59	13.46	13.15	13.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	42.25	38.64	38.75	40.85	42.98	48.11	16.90	18.39	13.14
Grade 7	49.91	49.15	44.44	37.19	38.94	42.26	12.90	11.91	13.29
Grade 8	40.56	49.80	39.61	44.73	41.11	49.13	14.71	9.09	11.26
All Grades	44.44	45.89	41.06	40.87	41.03	46.36	14.70	13.08	12.58

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	27.93	33.26	28.73	65.26	57.64	63.25	6.81	9.09	8.02
Grade 7	24.48	21.06	20.63	64.71	68.94	72.22	10.82	10.00	7.14
Grade 8	28.03	36.17	33.33	64.41	57.91	59.31	7.55	5.93	7.36
All Grades	26.72	30.34	27.35	64.77	61.37	65.16	8.52	8.29	7.49

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	37.32	34.71	41.20	51.17	54.96	46.33	11.50	10.33	12.47
Grade 7	37.00	38.51	41.07	51.23	51.49	48.81	11.76	10.00	10.12
Grade 8	38.77	50.20	44.16	46.72	42.49	43.94	14.51	7.31	11.90
All Grades	37.71	41.30	42.12	49.66	49.52	46.43	12.64	9.18	11.45

Conclusions based on this data:

1. Focus on EL and Special Education students necessary to make further ELA improvements.

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

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	435	492	456	431	485	451	431	485	451	99.1	98.6	98.9
Grade 7	533	477	512	532	471	504	532	471	503	99.8	98.7	98.4
Grade 8	508	510	465	505	507	463	505	507	463	99.4	99.4	99.6
All Grades	1476	1479	1433	1468	1463	1418	1468	1463	1417	99.5	98.9	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2572.	2570.	2563.	33.64	34.85	31.04	29.23	25.77	28.60	25.75	25.77	25.06	11.37	13.61	15.30
Grade 7	2592.	2576.	2578.	31.95	28.66	31.41	29.32	27.18	24.45	27.26	27.81	24.45	11.47	16.35	19.68
Grade 8	2617.	2621.	2611.	38.61	38.66	39.96	22.97	24.85	19.87	25.35	25.25	22.25	13.07	11.24	17.93
All Grades	N/A	N/A	N/A	34.74	34.18	34.09	27.11	25.91	24.28	26.16	26.25	23.92	11.99	13.67	17.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	47.33	40.29	39.02	33.64	39.88	38.58	19.03	19.83	22.39
Grade 7	43.23	39.49	40.56	39.29	35.67	34.99	17.48	24.84	24.45
Grade 8	44.95	43.39	44.92	35.25	40.83	32.83	19.80	15.78	22.25
All Grades	45.03	41.11	41.50	36.24	38.85	35.43	18.73	20.04	23.08

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	31.32	34.64	31.93	52.44	45.57	50.78	16.24	19.79	17.29
Grade 7	34.59	32.48	31.01	50.75	46.50	48.71	14.66	21.02	20.28
Grade 8	42.57	45.76	42.33	45.15	43.59	41.25	12.28	10.65	16.41
All Grades	36.38	37.80	35.00	49.32	45.18	46.93	14.31	17.02	18.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	35.50	38.76	33.70	48.03	43.71	46.56	16.47	17.53	19.73
Grade 7	36.28	30.57	29.82	51.88	53.08	54.08	11.84	16.35	16.10
Grade 8	38.22	38.26	37.80	47.13	50.49	47.95	14.65	11.24	14.25
All Grades	36.72	35.95	33.66	49.11	49.08	49.68	14.17	14.97	16.65

Conclusions based on this data:

1. In all areas and grade levels, Math is an area of need. LPSBG will support one extra section in 7th grade in 2020-2021.

2. Moving in to 2020-2021 it is essential to continue with support of .6 in Math. EL/LI funding and LPSBG monies account for four sections that support Math with additional sections.

3. Math should be an area of focus for growth in the coming year; Math intervention monies from Categorical Programs will be essential to support students especially in an A/B model that includes Distance Learning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1539.3	1494.9	1557.1	1505.2	1521.0	1484.0	11	21
Grade 7	1561.1	1573.7	1561.9	1583.6	1559.9	1563.1	21	18
Grade 8	1601.7	1597.4	1615.9	1605.3	1586.9	1589.0	14	17
All Grades							46	56

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	28.57	*	19.05	*	14.29	*	38.10	11	21
7	*	44.44	*	22.22	*	22.22	*	11.11	21	18
8	*	47.06	*	35.29	*	5.88		11.76	14	17
All Grades	50.00	39.29	28.26	25.00	*	14.29	*	21.43	46	56

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	42.86	*	23.81		0.00	*	33.33	11	21
7	61.90	66.67	*	11.11		11.11	*	11.11	21	18
8	78.57	70.59	*	11.76		11.76		5.88	14	17
All Grades	63.04	58.93	30.43	16.07		7.14	*	17.86	46	56

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	19.05	*	33.33	*	47.62	11	21
7	*	16.67	52.38	66.67		16.67	21	18
8	*	29.41	*	64.71		5.88	14	17
All Grades	47.83	21.43	50.00	53.57	*	25.00	46	56

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	66.67	*	9.52	*	23.81	11	21
7	66.67	77.78	*	16.67	*	5.56	21	18
8	85.71	82.35	*	5.88		11.76	14	17
All Grades	73.91	75.00	*	10.71	*	14.29	46	56

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	19.05	*	14.29	*	66.67	11	21
7	*	38.89	*	22.22	*	38.89	21	18
8	78.57	35.29	*	47.06	*	17.65	14	17
All Grades	45.65	30.36	*	26.79	32.61	42.86	46	56

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	19.05	*	52.38	*	28.57	11	21
7	*	11.11	66.67	83.33	*	5.56	21	18
8	*	17.65	*	70.59		11.76	14	17
All Grades	23.91	16.07	71.74	67.86	*	16.07	46	56

Conclusions based on this data:

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

2. This year's EL data will be the base model in comparison to 2018-19 which was the year we moved from CELDT to ELPAC and reclassified many higher performing students.

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

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1454	**17.2**	**3.9**	**0.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	56	3.9
Foster Youth	1	0.1
Homeless	30	2.1
Socioeconomically Disadvantaged	250	17.2
Students with Disabilities	150	10.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	22	1.5
American Indian	8	0.6
Asian	359	24.7
Filipino	45	3.1
Hispanic	158	10.9
Two or More Races	92	6.3
Pacific Islander	9	0.6
White	761	52.3

Conclusions based on this data:

1. COVID-19 will impact our students; the Socioeconomically Disadvantage (SED) population will increase in addition to our homeless population.

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

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. SMS is going to target lowering our suspension rates: utilize other opportunities such as Marriage and Family Therapist (MFT), SRO on campus, mandatory group meetings; in addition, being selected as a model SEL site will help us in supporting our students rather than suspending them.

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

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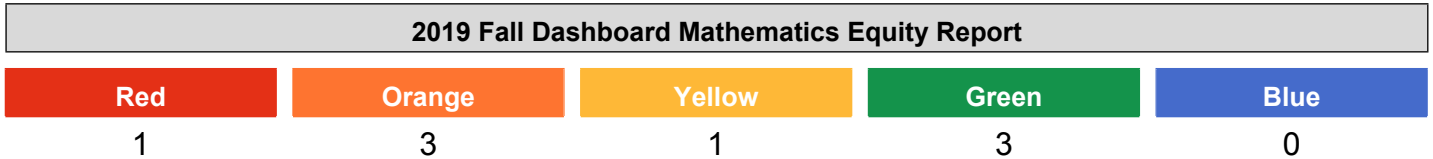
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	2	3

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Orange	No Performance Color
47.7 points above standard	20.9 points below standard	0 Students
Maintained ++0.1 points	Declined -10.6 points	
1402	111	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
24.7 points below standard	3.1 points below standard	55.6 points below standard
Increased ++4.1 points	Maintained -2.8 points	Increased ++4.1 points
28	244	149

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	Blue
6.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	87.5 points above standard	68.5 points above standard
Declined -8.1 points		Maintained -2.1 points	Maintained ++0.7 points
21	7	348	45

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	No Performance Color	Green
9.1 points above standard	45.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	38.3 points above standard
Increased ++4.1 points	Maintained ++0.4 points		Increased ++3.1 points
154	86	9	732

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
78.5 points below standard	26.4 points above standard	43.4 points above standard
Increased Significantly ++15.4 points	Declined -7.3 points	Maintained ++1.6 points
50	61	1033

Conclusions based on this data:

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

2. Support of SED students through STARS after school program will provide academic support and guidance to those students; continue funding the homework club through our PTA funding.

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

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	3	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	
15.9 points above standard	44.9 points below standard	
Declined -5.7 points	Declined Significantly -25.7 points	
1403	111	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
70.4 points below standard	48.7 points below standard	98.7 points below standard
Maintained -1 points	Declined Significantly -17.2 points	Declined -8.3 points
28	244	149

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	Green
38.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	80 points above standard	25.8 points above standard
Declined -5.3 points		Declined -6.6 points	Declined -10.5 points
21	7	349	45
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Yellow
40.8 points below standard	18.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0.3 points below standard
Declined -8.7 points	Maintained ++0.9 points		Maintained -2 points
154	86	9	732

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
114.9 points below standard	12.5 points above standard	4.8 points above standard
Declined Significantly -22.4 points	Declined -6.7 points	Declined -4.7 points
50	61	1033

**Conclusions based on this data:**

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

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

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

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color

66.7 making progress towards English language proficiency

Number of EL Students: 45

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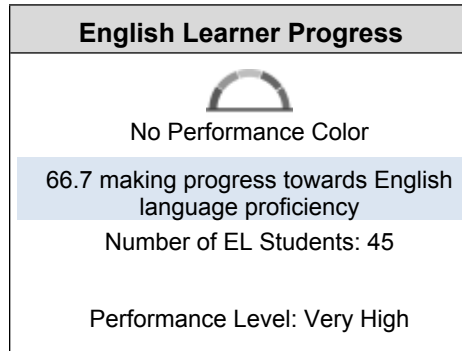
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	11	10	20

Conclusions based on this data:

1. The EL population is making growth/progress; only 4 students of the 45 measured decreased at all.

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	2	1	3
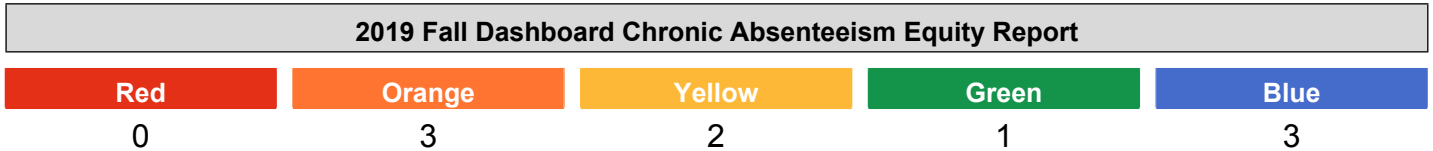
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
4.3	1.6	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.3	Declined -1.2	
1488	63	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Orange
12.5	10.4	9.1
Declined -11.8	Increased +1.9	Increased +2
32	279	164

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	Blue
12	Less than 11 Students - Data Not Displayed for Privacy	0.8	2.2
Increased +6.3	9	Declined -1.4	Declined -2.1
25		368	45

Hispanic	Two or More Races	Pacific Islander	White
Orange	Green	No Performance Color	Yellow
6.2	7.3	Less than 11 Students - Data Not Displayed for Privacy	4.9
Increased +0.9	Declined -0.6	9	Increased +0.7
162	96		774

Conclusions based on this data:

1. SMS has an attendance rate of 97%; during COVID-19 we will follow the SMS Attendance Plan and engage with families who are not participating in Distance Learning.

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

3. SMS's implementation of iLoss help keep 60 days of students who would otherwise have been suspended in classes.

School and Student Performance Data
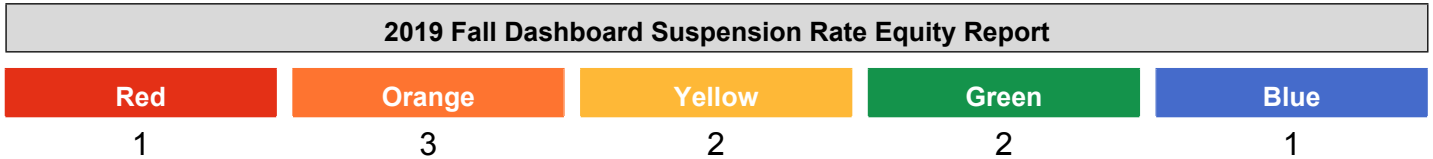
Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	3	2	2	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
4.5	6.3	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.1	Increased +1	1
1502	63	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Yellow	Red
9.4	7.8	13.4
Declined -1.4	Maintained +0.1	Increased +3.5
32	281	164

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	Blue
16	Less than 11 Students - Data Not Displayed for Privacy 10	2.7	0
Declined -9		Increased +1	Declined -4.3
25		371	45
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Orange
5.4	6.2	Less than 11 Students - Data Not Displayed for Privacy 9	4.9
Declined -1.7	Declined -0.4		Increased +0.3
166	97		779

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.7	4.5

Conclusions based on this data:

1. COVID-19 had an impact on decreased suspension rates; numbers are not accurate since we were out of school since March 2020.

2. The subgroups with disproportionately high rates are: Special Education students.

3. In general, we should strive to have every category in yellow or above; EL, Special Education, Asian and White subgroups are all in the orange level.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

SMS will implement iLit classes in a double block for all EL students (offer all; necessitate for those more than three grade level below).
Focus department wide on writing.
SMS will also be sure that opportunities in STEM exist for all students including EL, Special Education, and LI.
Funds for Maker's Lab.
Interventions to include Community Action for Responsive Education. (CARE), iLit, i-Ready, Homework Club, and any other data based interventions that may arise during year; COVID-19 permitting.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP), ELA i-Ready iLit	Focus on ELA: increase in testing scores	3%
STEM data	Increase girls' participation	3%
EL student growth in ELA	3%	5%

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

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

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

Strategy/Activity

Implement iLit at each grade level for EL's.

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

Amount(s)	Source(s)
20,000	LCFF - Supplemental None Specified Focus of PLC's in ELA

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

Focus on at risk students, LI, EL and Special Education

Strategy/Activity

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

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

Amount(s)	Source(s)
5,000	District Funded Professional Development

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	District Funded

	Testing during class time, analysis during dept meetings

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

All students, LI students

Strategy/Activity

Extended Day Interventions (LCAP 4, 4.1, 4.6)

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

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

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

At risk 8th graders, EL, LI, and Special Education students

Strategy/Activity

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

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

Amount(s)	Source(s)
20,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Site/Master schedule planning
4,500	LCFF - Supplemental

	2000-2999: Classified Personnel Salaries
6,016	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students working more than 3 grade levels below for Special Education students

Strategy/Activity

Provide a Double Block of iLit for Special Education Students

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Special Education, LI, EL

Strategy/Activity

Support funding of STEM program to provide opportunities for all students

Proposed Expenditures for this Strategy/Activity

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

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

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

ALL STEM students

Strategy/Activity

STEM opportunities for Competition: cost of competition and travel

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

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

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

All STEM students

Strategy/Activity

Maker's lab needs

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

Amount(s)	Source(s)
10,000	In Kind 6000-6999: Capital Outlay Maker's lab needs: all remaining In Kind carryover for Maker's lab expenses for Summer 2020

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

This goal was implemented this year. iLit was offered to all EL students. A highly qualified teacher taught an EL specific class. The double block class used iLit. Students are making progress. There was a grade level iLit class taught for Special Education students. Students successfully increasing their literacy scores to within 2 grade levels have been moved out of the iLit program. Step up to writing is used in all ELA classes. Interventions in Math were offered through the year. All students who attended made growth. Homework club was still available to all students.

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

This year we will have more limited budgets. We cannot continue to offer general education double blocks of iLit ELA due to enrollment decline. Students will be in classes. Special Education students will continue to have the double block, as will EL students; both of these are the targeted groups for this year.

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

EL's will still have their own iLit class. The numbers will dictate grade level iLit needs. We will continue to use Step Up To Writing in ELA and in all history classes. We will continue to focus on the writing and the ELA PLC will review where the writing weaknesses are to address those. The focus needs to continue to be on our EL and Special Education students to make progress in those categories.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

Special Education, LI, and Hispanic students; all students

Strategy/Activity

Increase student attendance by reducing suspensions through iLOSS (in Lieu of Suspension Service); Pending return to a hybrid or full model.

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

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

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
1,500	Donations 0000: Unrestricted

	PBIS activity needs for promoting anti-bullying campaign

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

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

Strategy/Activity

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

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

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

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

All students

Strategy/Activity

Increase family, parent, and student engagement.

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

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

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

EL students

Strategy/Activity

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

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

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

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

Low Income, at-risk youth, homeless

Strategy/Activity

CARE implementation

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

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

Strategy/Activity 7

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

EL, Special Education, Low Income; All students

Strategy/Activity

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

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

Amount(s)	Source(s)
500	Parent-Teacher Association (PTA) None Specified Money for Pancake breakfasts with Folsom Community Bible Church for Cougar Character awards
2,000	Donations Multicultural event with community; pending protocols regarding COVID-19.

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

All students; target subgroups

Strategy/Activity

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

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

Amount(s)	Source(s)
600	Donations 1000-1999: Certificated Personnel Salaries Substitutes for a day to train in LCAP in the fall of 2020 - monies will be used for sub costs to train site council staff

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
3,000	District Funded None Specified Curriculum for Second Step

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

All Students

Strategy/Activity

Staff training on Love and Logic

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

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

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

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

students was a supportive service for students. Although there were repeat offenders, over 75% of students suspended did not have a repeat offense. We will continue progress towards implementation, but we will not participate as widely during our Distance Learning due to COVID-19 related issues.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

Increase SEL during Distance Learning to support students while not in school; work on improving school culture to build equity

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide time and/or training for PLC work.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,000	General Fund 0000: Unrestricted CARRYOVER; Money for subs and/or training.
800	General Fund 5000-5999: Services And Other Operating Expenditures iLit training
2,500	Parent-Teacher Association (PTA) None Specified Travel cost for conferences, WEB training
500	Donations 4000-4999: Books And Supplies Materials for training staff in Love and Logic

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL, LI, Special Education

Strategy/Activity

Provide support for and increased opportunities in STEM Academy

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Student Leadership group; all students

Strategy/Activity

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

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

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

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

PLC's have made strides towards common assessments and will the work in all departments. Goals are set to make common assessments mandatory. More training in PLC work is needed. Principal Phillips attended PLC Leadership for Principals in June of 2019.

The WEB program has continually improved. The 8th grade students have made great inroads to bonding with 6th graders. The outcome is the emotional relief for 6th graders who feel more bonded and less afraid of the older students. The program continues to grow.

Several teachers were trained in Guided Language Acquisition Design (GLAD) strategies. A goals this year is for all teachers to be presented with effective strategies for EL learners to meet RtI goals.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

Strategy/Activity

Place students in literacy support classes; monitor progress to move students into grade level classes if successful.

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

Amount(s)   Source(s)

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

EL and LI students

Strategy/Activity

Provide students in low-income subgroup equal access to experiential learning opportunities with extracurricular activities

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

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

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

EL, Special Education, LI

Strategy/Activity

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

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

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

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

Special Education

Strategy/Activity

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

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

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

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

Special Education, LI, Homeless, At-Risk

Strategy/Activity

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

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

Amount(s)   Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

LI, Special Education, EL

Strategy/Activity

Provide more opportunities for success in STEM Academy for LI, Special Educationand EL
learners.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EL, Special Education

Strategy/Activity

GLAD training

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	District Funded Send teacher to GLAD training funded by district

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of
implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

For LI and EL students they improved their scores according to SBAC preliminary results. The Special Education numbers have not met the 5% increase. Suspension rates are difficult to compare because we did not attend school from March 2020 on; Distance Learning skewed the numbers for this year.

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

With iLOSS, the intent was to lower suspensions - which declined. I will need to work with district to build in some PD on Tier 1 practices with EL students to make that effective next year. In addition, we need to look at what our SEL supports will look like returning to a hybrid model and during Distance Learning.

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.

Our goals need to shift a focus to SEL during our Distance Learning and returning in a hybrid model to reengage students with working cooperatively together. In addition, we need to use LPSBG monies to support the Mathematics for our students. Exploring additional curriculum and interventions for Tier 2 in Math will be critical in meeting this goal.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$133,751.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
District Funded	$17,000.00
Donations	$12,900.00
General Fund	$27,035.00
In Kind	$19,500.00
LCFF - Supplemental	$50,516.00
Other	$2,000.00
Parent-Teacher Association (PTA)	$4,800.00

Subtotal of state or local funds included for this school: $133,751.00

Total of federal, state, and/or local funds for this school: $133,751.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Keri Phillips	Principal
Monica Duerre	Classroom Teacher
Charissa Guillen	Classroom Teacher
Debra Krikourian	Classroom Teacher
Salwa Kasabian	Parent or Community Member
Shawna Friedrich	Other School Staff
Kelley Robinson-Abello	Parent or Community Member
Aroha Routray	Secondary Student
Lola Atristain	Secondary Student
Malathy Jaganathan	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
Deb Krikourian	Classroom Teacher
Salwa Kasabian	Parent or Community Member
Kelley Robinson-Abello	Parent or Community Member
Mala Jaganathan	Parent or Community Member

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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 9/22//2020.

Attested:

Principal, Keri Phillips on 09/22/2020

SSC Chairperson, Kelley Robinson-Abello on 09/22/2020

ELAC/SPSA Final Approval Agenda/MINUTES (in red)   **September 22, 2020**

1. Attendance
   Keri Phillips, Salwa Kasabian, Kelley Robinson-Abello, Mala Jaganathan, Monica Duerre, Aroha Routray, Lola Atristain
   Absent: Debra Krikourian, Charissa Guillen

2. Introduction for ELAC members
   *Go around table and do introductions and titles
   *Few meetings during year require reminders of who does what

3. Review LCAP goals
   *Why review these goals
   *Review for staff and other parent meetings regularly (and management)
   *Focus on funding that will be used for EL improvements in student learning
   ● Students new to council
   ● Break down goals as necessary for them to understand
   ● Review those goals

4. Review of SPSA
   *Final questions/comments
   ● Budget change: added the .2 for LPSBG for counseling

5. Questions/Answers
   ● N/A
   ● Remember this was not the first review, but the final approval

6. Revisions
   ● Change date in Title section
   ● Update Mission and Vision
   ● School year date change
   ● Acronyms that were not spelled out first time
   ● Stakeholder involvement date changes
   ● Additional annual measurable outcomes
   ● Goals under amount source
   ● Budget revise; add LPSBG
   ● Signatures

7. Approval
   ● Vote for approval
   ● All approved
   ● Students emailed approval
   ● Adults signed via Docusign

- All adults including the two who were not in attendance at this meeting (Guillen and Krikourian) approved the final ratification

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Keri Phillips
Sutter Middle School

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Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2020 School Plan for Student Achievement	2020-09-22		View	View	35

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

[Save Data] [View Current Document] [View Section]

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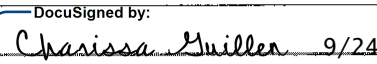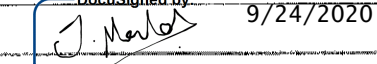| Signature	Committee or Advisory Group Name
Please sign the document Clear DocuSigned by: *Monica Duarte* 9/22/2020 FBE66396FDCA441...	☐ State Compensatory Education Advisory Committee
Please sign the document Clear DocuSigned by: *Salwa Kasabian* 9/22/2020 3829947453534FA...	☐ English Learner Advisory Committee
Please sign the document Clear DocuSigned by: *Charissa Guillen* 9/24/2020 CFFCD5A54EFA42D...	☐ Special Education Advisory Committee
Please sign the document Clear DocuSigned by: *J. Merlo* 9/24/2020 AC28A3340F91476...	☐ Gifted and Talented Education Program Advisory Committee
Please sign the document Clear	☐ District/School Liaison Team for schools in Program Improvement
Please sign the document Clear	☐ Compensatory Education Advisory Committee
Please sign the document	☐ Departmental Advisory Committee

Clear

Please sign the document

Clear

☐ Other:

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

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

This SPSA was adopted by the SSC at a public meeting on | 8/31/2020 |.

Attested:

Clear

Clear

Principal, | Keri Phillips | on | 08/28/2020 |

DocuSigned by:

keri Phillips   9/22/2020

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SSC Chairperson, | Kelley Robinson-Abello | on | 08/31/2020 |

DocuSigned by:

Kelley Robinson-Abello   9/22/2020

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Current Section

Recommendations and Assurances

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Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2020 School Plan for Student Achievement	2020-09-22		View	View	35

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

[Save Data]   [View Current Document]   [View Section]

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

Signature	**Committee or Advisory Group Name**

Please sign the document

Clear

☐ State Compensatory Education Advisory Committee

Please sign the document

Clear

☐ English Learner Advisory Committee

Please sign the document

Clear

☐ Special Education Advisory Committee

Please sign the document

Clear

☐ Gifted and Talented Education Program Advisory Committee

Please sign the document

Clear

☐ District/School Liaison Team for schools in Program Improvement

Please sign the document

Clear

☐ Compensatory Education Advisory Committee

Please sign the document

☐ Departmental Advisory Committee

Please sign the document

○ Other:

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This SPSA was adopted by the SSC at a public meeting on 8/31/2020 .

Attested:

Principal, Keri Phillips   on 08/28/2020

SSC Chairperson, Kelley Robinson-Abello   on 08/31/2020

Current Section

Recommendations and Assurances

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