

Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sutherland Elementary	39685856110944	May 14, 2024	June 18, 2024

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

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

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

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

This plan is being used by Sutherland Elementary for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

- Regularly review and align curriculum with state standards.
- Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

- Implement data-driven instructional practices to monitor student progress in ELA and Math.
- Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed.
- Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) at Sutherland Elementary include:

- Parents/guardians
- School faculty and staff
- Advisory committees including the SSC, ELAC and our PTO.

Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:

- Communication channels (e.g., newsletters, emails, school website, social media)
- Meeting schedules and agendas were posted in the front of the school, email reminders for meetings and personal phone calls were made to invite members of the various stakeholder groups to attend meetings.

- Opportunities for feedback and input were scheduled throughout the school year at the SSC meetings, ELAC meetings, PTO meetings and School Leadership meetings.

Consultation Meetings: Consultation meetings were scheduled to gather input from various stakeholder groups on 9/19/2023 SSC Meeting, 10/24/23 PTO Meeting, and 9/25/2023 ELAC Meeting.

- Parent and community forums
- Faculty and staff meetings
- Advisory committee meetings

Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA on SSC Meeting 1/18/2024, Leadership Meeting 1/31/2024, ELAC Meeting 12/5/2023, and PTO Meeting on 1/9/2024.

Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA including the following activities:

- Brainstorming and idea generation
- Goal setting and action planning
- Reviewing progress towards goals from previous years

These meetings were held on 2/14/2024 SSC Meeting, 2/28/2024 School Leadership Meeting, and 2/13/2024 PTO Meeting.

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community. These meetings were held on 3/9/2024 SSC Meeting and 4/24/2024 School Leadership Meeting.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:

- School site council
- District administration
- Advisory committees

These meetings were held on 5/14/2024 SSC Meeting, 5/29/2024 School Leadership Meeting, and 5/16/2024 ELAC Meeting.

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

- Data analysis
- Stakeholder consultation
- Revision of goals and action plans

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on the needs assessment, we have identified English Language Arts (Orange) as an area that needs significant improvement based on a review of the California School Dashboard and local data. There are not significant performance gaps in ELA proficiency among various student groups, all significant student groups fell in the orange or yellow performance band. The ELA proficiency levels changed between different demographic groups within the school from 2022 to 2023. The Hispanic and Socioeconomically disadvantaged group improved from the orange band to the yellow and the Students with Disabilities group improved from red to orange. There is no performance data for groups with too small of a student population which includes our African American, American Indian, Filipino, Pacific Islander, White, Two or More Races, Foster Youth, and Homeless student groups.

Steps taken to address English Language Arts performance includes: Support / coaching for teachers in the implementation of the SIPPS curriculum. Implementing SIPPS Challenge and SIPPS PLUS in 4th -6th grade. Changing the weekly school schedule to include 1 early release day a week for teacher to review data, write SMART goals, plan instruction and assessments. Provide training on the Science of Reading for all teachers throughout the school year. Specific supports for our homeless students, English Language Learners, and subgroups that were in the orange or red on the California Dashboard will include early identification using DIBELS/Iready ELA Benchmark Tests/SIPPS Mastery Tests, small group teaching in class by the homeroom teacher and after school tutoring. Students who do not demonstrate growth over time will then be moved through either our SST process or PBIS Tier III system of supports.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Referring to the Dashboard, the Suspension rate for African American and Hispanic Students was "Orange" whereas the Suspension rate for "all student" performance was "Green". In 2023, there was a 0.3% increase in the number of suspensions in our African American and a 0.8% increase in our Hispanic subgroups. Primarily, we saw suspensions in our 5th and 6th grade for Ed Code 48900 (a) Caused, attempted to cause, or threatened to cause physical injury. There are several underlying factors contributing to student suspensions including the lack of strong relationships with staff, lack of front loading social emotional skills, instruction that does not match the learning styles of students and outside influences. Outside influences refer to lack of parent engagement, friend groups, and social media.

The following policies and procedures are in place to address student behavior and reduce suspensions. Sutherland implements PBIS (Positive Behaviors Instructional Supports) system. Under the umbrella of PBIS, we have three levels of support. Tier I - General school wide expectations, procedures and incentives for all students, Tier II - specific / targeted supports for small groups or individual students and Tier III - Intensive behavioral supports. Tiers II and III include parents and additional staff members to provide the level of intervention and help. To build a positive and supportive school climate, the staff of Sutherland implemented the RCA House system. All students are sorted into a House and this becomes their school family. Meetings, activities and rallies are held to forge relationships and build community between students and staff.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Sutherland Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students.

The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts:

- * K-2 DIBELS Assessment
- * 2nd-6th Grade STAR Assessment
- * 3rd-6th Grade ELA iReady Universal Screener
- * 3rd-6th Grade CAASPP English Language Arts

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

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

Based on a comprehensive review of the California School Dashboard, ELA CAASPP scores, district and site based data, we have identified the following areas in ELA that need improvement. The ELA indicators not met for the 2023-2024 school year on the California Dashboard were an overall performance level of orange and we did not decrease the distance from standard on the ELA CAASPP by 10 points. The following performance gaps (subgroups that were orange) were noted among the Asian, English Language Learners and Students with Disabilities subgroups on the CA Dashboard. On district and site measures, some but not all grades made the 5% increase on the MOY Dibels Benchmark. Growth was made schoolwide on the MOY ELA iReady assessment and Reading Inventory but we did not achieve the 5% increase. To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:

- * The 2022-2023 3rd - 6th CAASPP ELA Assessment
- * The 2023 California Dashboard: ELA
- * The 2023-2024 2nd-6th iReady MOY ELA Assessment
- * The 2023-2024 K-2 MOY DIBELS Assessment
- * The 2023-2024 2-6 MOY Reading Inventory (RI) Assessment

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2023-2024 school year, Kindergarten-2nd Grade, 33%, 48%, and 44% students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 38%, 53%, and 49% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
2023 California Dashboard: ELA	All Students were orange on the 2023 California Dashboard. This was 57.4 points below standard.	All Students will be yellow on the 2024 California Dashboard.
2023-2024 2nd-6th iReady MOY ELA Assessment	During the 2023-2024 school year, 31% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 36% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 25.48% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 30% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction:</p> <ul style="list-style-type: none"> * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction <p>Collaboration/Scheduling/Planning:</p> <ul style="list-style-type: none"> * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. <p>Assessment Support:</p> <ul style="list-style-type: none"> * Assist in DIBELS and SIPPS testing as needed. * Progress monitor own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines. 	All Students	Central Title I 1900 Other Cert Salaries District Funded ELA TOSA

1.2	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement. 	All Students	<p>4185 Title I 1150 Teacher Sub Subs for MTSS Data Conferences 1046 Title I 3000 Benefits Sub Benefits</p>
1.3	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All Students	<p>8000 Title I 4300 Materials List AVID Supplies: Binders, pencil pouches, calculators, pencils</p>
1.4	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District ELA Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> * Reading Academy K-5 * Reading Academy 6th <p>Site ELA Based Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> * Professional Learning Communities * SIPPS 	All Students	<p>0 Title I</p> <p>See PD 5.1 for Funding Allocation</p>
1.5	Books and other materials to support learning at home.	All Students	<p>8000 Title I 4200 Books Books and book bags</p>
1.6	Afterschool Tutoring	All students	<p>17636 Title I 1120 Teacher Temp Time Cards</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Scores for ELA	2022-2023 ELA CAASPP - Students will decrease the distance from 58.2 points from standard to 48.2 points.	2022-2023 ELA CAASPP - Students decreased the distance from standard by .08 point to 57.4. Students did not make the 10 point decrease as expected. Goal Not Met.
Dibels Data	Increase the proficiency levels by 5% over the 2023-24 School Year. MOY DIBELS Composite Score in 2022-23 were: Schoolwide 47% Kindergarten 42% First Grade 33% Second Grade 38% Third Grade 42% Fourth Grade 66% Fifth Grade 65% Six Grade 48%	The 2023-24 School Year MOY DIBELS assessment showed that some grade levels met the goal of a 5% increase in the overall Composite Score. Schoolwide 50% Goal not met Kindergarten 33% Goal not met First Grade 48% Goal met Second Grade 44% Goal met Third Grade 51% Goal met Fourth Grade 61% Goal not met Fifth Grade 64% Goal not met Six Grade 56% Goal met
Reading Inventory	2023-24 Reading Inventory increase by 5% the number of students scoring proficient or advanced.	The Reading Inventory increased to 31% but did not meet our goal of an increase of 5%.
Iready ELA	2023-24 MOY Iready ELA increase by 5% the number of students at or above standards in reading.	2023-24 The number of students at or above standards in reading increased by 2% on the MOY Iready ELA assessment. Goal not met.

Analysis

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

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goals was partially met. Following the Multi-Tiered System of Support, (MTSS), our staff used common and reliable data to provide academic and social emotional instruction to meet the learning needs of our diverse student population.

At Sutherland, on all metrics there was growth but we did not meet the projected 5% increase in proficiency on the following universal measures:

- * K-2nd DIBELS Benchmark
- * 2nd - 6th Grade Reading Inventory (RI)
- * 3rd - 6th Grade ELA iReady Universal Screener
- * 3rd - 6th Grade CAASPP English Language Arts

Sutherland Elementary School did not meet or exceed the articulated goal of 5% growth in any of the universal measures for English Language Arts. From the California Dashboard we noted significant achievement gaps among our Asian students, English Language Learners and Students with Disabilities.

* K-2nd DIBELS Benchmark - Overall student proficiency increased by 3% schoolwide on the DIBELS. First, second, third and sixth grade made the target growth goal of 5%. Implementation of the SIPPS curriculum, small group remediation/acceleration and attendance were contributing factors on student performance.

* 2nd - 6th Grade Reading Inventory (RI) - Schoolwide we saw a 2% increase in RI scores but did not meet the articulated goal of 5% increase. Implementation of fluency practice and silent reading was not consistent throughout the grades.

* 3rd - 6th Grade ELA iReady Universal Screener - Schoolwide we saw a 2% increase on the iReady ELA universal screener but the students did not meet the articulated goal of 5% increase. Implementation of differentiated instruction in the general education classroom was not consistent throughout the grades.

* 3rd - 6th Grade CAASPP English Language Arts -

CAASPP ELA	2021-2022	2022-2023	Comments
Third Grade	13.96%	25.53%	Goal met.
Fourth Grade	34.48%	23.53%	Goal not met.
Fifth Grade	31.11%	29.79%	Goal not met.
Sixth Grade	31.58%	15.55%	Goal not met.

Factors that may contribute to our decline in the above metrics include there were 6-8 students who were new to our school in each grade level, the Covid bubble (4th grade), attendance, change in teachers (5th/6th grade) implementation of differentiated instruction, fluency practice, and attendance.

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

At Sutherland, we set a threshold of \$10,000 for material differences. For the English Language Arts Goal, there were not any actions/services that exceeded the material difference threshold.

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.

Based on the this year's annual outcomes, metrics, strategies/activities the following changes are proposed: 1. To build knowledge in the science of reading, Kindergarten through 5th grade teachers will participate in the Reading Academy and our 6th grade teacher will participated in the Middle School Reading Academy. Goal 1, Actions 1 & 4. 2. Using the Professional Learning Community, (PLC) model teachers will be provided with professional development on writing SMART goals, developing an implementation plan, assessment timeline and analyzing the results of the instruction. Goal 1, Actions 1 & 4. 3. To better support the learning needs of all students teachers will participate in training on differentiated and small group instruction. Goal 1, Actions 1 & 4. 4. To better facilitate MTSS Data Conferences to include more reflective time on data, writing goals and planning formative assessments. Goal 1, Actions 2 & 4.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Mathematics

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Sutherland Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:

- * K-6th Grade Math iReady Universal Screener
- * 3rd-6th Grade CAASPP Mathematics

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

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

Based on the needs assessment, we have identified the following areas in Math that need improvement upon a review of the CAASPP Assessment, California School Dashboard and local data. Student performance on the CAASPP Math Test showed a 4.35% increase but did not meet the goal of 5%. Goal nearly met. On the California Dashboard, the students moved from orange to yellow. In addition, there was no notable performance gaps among subgroups on the CA Dashboard. Goal Met. On local measures, our students showed improvement but did not achieve the 5% increase on the MOY iReady Math Assessment. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

This goal is based on disaggregated data from the following sources:

- * The 2022-2023 3rd-6th CAASPP Math Assessment
- * The 2023 California Dashboard: Mathematics
- * The 2023-2024 K-6th grade iReady MOY Mathematics Assessment

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 17.44% of 3rd-6th grade students met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 23.41% Grade 4- 26.47% Grade 5- 15.22% Grade 6- 6.66%	During the 2023-24 school year, 23% of 3rd-6th grade students will meet or exceed the standards on CAASPP/SBAC Assessments in Math. Grade 3- 28.41% Grade 4- 31.47% Grade 5- 20.22% Grade 6- 11.66%
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 16% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K- 10% Grade 1- 2% Grade 2- 7% Grade 3- 23% Grade 4- 31% Grade 5- 20% Grade 6- 17%	During the 2024-25 school year, 21% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-15% Grade 1- 7% Grade 2- 28% Grade 3- 28% Grade 4- 36% Grade 5- 25% Grade 6- 22%
California Dashboard: Math	The ALL student group on the 2023 CA Dashboard report scored 80.1 points below standard. The performance color for the ALL student group is yellow.	The ALL student group on the 2024 CA Dashboard report will decrease the points from standard by 10 points to 70. The performance color for the ALL student group will change from yellow to green.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement. 	All Students	<p>0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2</p>

1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>All resources must be specific in detail:</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All Students	<p>0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3</p>
1.3	Bricks for Kids - Math and Science Consultant	4th -6th Grade	<p>1000 Title I 5800 Prof and Operating/Consultants STEAM Opportunities for students</p>
1.4	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District Math Initiative Professional Developments Include: * Teachers and staff will have the voluntary opportunity to participate in additional District provided trainings.</p> <p>Site Math Based Initiative Professional Developments Include: * Professional Development on ELD strategies and implementation/support of ELD Curriculum.</p>	All Students	<p>0 Title I See PD 5.1 for Funding Allocation</p>
1.5	After school Tutoring	All Students	<p>0 Title I 1120 Teacher Temp See ELA 1.6 for funding</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Math Scores % of students Meeting Standard	2022-23 To increase the percentage of students meeting or exceeding standards by 5%. To decrease distance from standard on the CAASPP to 85 points.	2022-23 23.41% students met or exceeded standards on the CAASPP. Goal Met. Students decreased the distance from standard to 80.1 points. Met Goal
MOY Iready Scores	2023-24 MOY increase by 5% the number of students at or above grade level.	2023-24 The number of students at or above standards on the MOY Iready Math Benchmark was 15%. Goal not met.

Analysis

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

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goals was partially met. We nearly met our 5% increase (4.35%) in the number of students who met/exceeded standards on the CAASPP and we decreased the points from standards from 97 points to 80.1 points. On the CA Dashboard we changed color from orange to yellow. There were no notable gaps among our subgroups on the CA Dashboard. In 2022 we had subgroups in the red and orange. In 2023, all subgroups were in the yellow. However, we did not meet our goal of a 5% increase of students at standards on the MOY iReady Math Benchmark.

At Sutherland, there was growth on 3 of the 5 metrics. 1 metric out of 5, the 5th grade CAASPP Math Score, met the projected 5% increase in proficiency.

- * 3rd - 6th Grade Math iReady Universal Screener
- * 3rd - 6th Grade CAASPP Math

Sutherland Elementary School did not meet or exceed the articulated goals of a 5% growth on all of the metrics listed above. On 3 of the metrics we saw growth but did not meet the 5% goal. Factors that may contribute to not reaching the 5%goal include changes with staffing, ***** students new to Sutherland in 2022-23, and attendance.

* 3rd - 6th Grade Math iReady Universal Screener - Schoolwide we saw a 3% decrease on the iReady Math universal screener from 19% to 16%. Implementation of differentiated instruction in the general education classroom was not consistent throughout the grades.

CAASPP MATH	2021-2022	2022-2023	Comments
Third Grade	18.60%	23.41%	Goal Nearly met.
Fourth Grade	21.74%	26.47%	Goal Nearly met.
Fifth Grade	6.66%	15.22%	Goal met.
Sixth Grade	7.02%	6.66%	Goal not met.

Factors that may contribute to our decline in the above metrics include there were 6-8 students who were new to our school in each grade level, the Covid bubble (4th grade), attendance, change in teachers (5th/6th grade) implementation of the new math curriculum, student usage of the Amplify Mypath software, implementation of differentiated instruction, and attendance.

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

At Sutherland, we set a threshold of \$10,000 for material differences. For the Math Goal, there were not any actions/services that exceeded the material difference threshold.

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

There was no major difference between the intended implementation and budgeted expenditures. Based on the this year's annual outcomes, metrics, strategies/activities the following changes are proposed: 1. All teachers will participate in the iReady Co-Plan/Co-Teach Model. This will strengthen the Try, Connect, Discuss Strategy, using data for small group remediation/acceleration and pacing. Goal 2, Action 1 & 4 2. Using the Professional Learning Community model teachers will participate in ongoing professional development on writing SMART goals, developing an implementation plan, assessment timeline and analyzing the results of the instruction. Goal 2, Action 1 & 4 3. After school tutoring will focus on remediation/acceleration and math fluency based on data from the iReady benchmark assessments. Goal 1, Action 1.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Learners

By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Sutherland Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

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

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

Specifically, we have identified

- * Ongoing professional development support for staff related to designated ELD instruction
- * Ongoing professional development support for staff related to integrated ELD instruction
- * Targeted support for the subgroups - Cambodian, Hmong, Indian Asian and Hispanic English Learners

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	47.1% of English Learners made progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	52.1% will make progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.
California Dashboard - English Learners	The ALL student group on the 2023 CA Dashboard report scored 57.4 points below standard. The performance color for the ALL student group is green.	The ALL student group on the 2024 CA Dashboard report will score 47.4 points below standard. The performance color for the ALL student group will remain green.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>	TK-6th Grade English Language Learners	<p>0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2</p>
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>All resources must be specific in detail</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	English Language Learners	<p>0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3</p>
1.3	<p>District ELD Coach Support -</p> <p>Teachers will work with District ELD Coach to ensure they are using research- based strategies to support their English Language Learners. The principal will invite the District ELD Coach to present at staff meetings to support implementation of research- based strategies and allow teachers to collaborate regarding how to best support English Language Learners.</p>	English Learners	<p>0 Title III 1900 Other Cert Salaries ELD Coach- TOSA</p>
1.4	<p>Technology Supporting Core Instruction:</p> <p>Technology to support core instruction involves a variety of activities aimed at enhancing teaching</p>	English Learners	<p>0 Title I</p>

	effectiveness, student engagement, access and learning outcomes across academic subjects. All technology must be specific in detail and must be noted here for the purpose		
1.5	Bilingual Para-educators will provide push-in support to English Learners.	English Learners	0 Title III Bilingual Paraeducators
1.6	Provide Rosetta Stone for students who score level 1 on the ELPAC.	English Learners	0 Title III Rosetta Stone- Technology License

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner Progress Indicator	Increase the proficiency levels by 5% over the 2022-23 School Year.	Proficiency levels increased by 3.4%. Goal not met.
CAASPP ELA & Math	2022-23 To decrease the distance from standard on the CAASPP ELA by 10 points from 58.2 to 48.2 and for the CAASPP Math decreased distance from standards to 97 points to 87. The performance color for English Learners was orange.	2022-23 CAASPP ELA maintained distance from standards at 57.4 points. Goal not met. CAASPP Math decreased distance from 97 points standards to 80.1 points to for English Language Learners. Goal met. The performance color for English Learners was green. Goal Met.

Analysis

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

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goals was partially met. Following the Multi-Tiered System of Support, (MTSS), our staff used common and reliable data to provide academic and social emotional instruction to meet the learning needs of our diverse student population.

At Sutherland, on 2 of the 4 metrics there was growth but we did not meet the projected 5% increase in proficiency on the following universal measures:

- * English Learner Progress Indicator - Goal not met.
- * 3rd - 6th Grade CAASPP English Language Arts Goal not met.
- * 3rd - 6th Grade CAASPP Math - Goal Met
- * California Dashboard - Goal Met.

In 2023, 47.1% of current English learner (EL) students made progress towards English language proficiency and/or maintaining the highest level. This is an increase of 3.4%. 3.2% students moved 1 ELPI level but there was also a 5.3% increase in the number of students who decreased 1 ELPI level. English Language Learners sustained their

performance on the ELA CAASPP and significantly improved their performance on the Math CAASPP. This improvement may be attributed to the change in the math curriculum which embeds more student discussion and collaboration in the instructional model.

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

At Sutherland, we set a threshold of \$10,000 for material differences. For the English Learner goal, there were not any actions/services that exceeded the material difference threshold.

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.

Based on the this year's annual outcomes, metrics, strategies/activities the following changes are proposed: 1. To strengthen the implementation of the daily 30 minutes of ELD instruction in the classroom. Goal 3, Action 1. 2. Using the Professional Learning Community, (PLC) model teachers will be provided with professional development on writing SMART goals, developing an implementation plan, assessment timeline and analyzing the results of the instruction. Goal 3, Actions 1 & 4. 3. To better support the learning needs of all students, teachers will participate in training on differentiated and small group instruction. Goal 3, Actions 1 & 4. 4. To better facilitate MTSS Data Conferences to include more reflective time on data, writing goals and planning formative assessments. Goal 3, Actions 1 & 4. 5. Increase native language support and additional small group instruction by filling open bilingual aide position.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

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

Based on a comprehensive review of site based data, several areas emerged as an area for improvement for parent involvement. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

Specifically, we have identified

- * Online Data Confirmation
- * Participation Rates at Open House and Back to School Night
- * Participation Rates at Conferences and Night Events

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Online Data Confirmation	2023-24 Online Data Confirmation completion rate was 74%.	2024-2025 Online Data Confirmation completion rate will be 80%.
Parent Conferences	2023-2024 Parent attendance rate schoolwide was 24%	2024-2025 Parent attendance rate schoolwide will be 30%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student	All students	1200 Title I: Parent Involvement 1120 Teacher Temp Teacher support at night activities and events

	events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.		299 Title I: Parent Involvement 3000 Benefits Time card Benefits
1.2	<p>Communication</p> <p>Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.</p>		0 Title I: Parent Involvement 5711 Postage See Goal Social Emotional Behavior 6.2
1.3	Parent Education	All students	600 Title I: Parent Involvement 4200 Books Reference materials 400 Title I: Parent Involvement 4300 Materials Materials for activities and events 494 Title I: Parent Involvement 4325 Food For Meetings

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Online Data Confirmation Completion	2023 - 2024 To increase participation by 5%.	2023-24 Online Data Confirmation completion rate was 74%. Goal Met.
Sign In Sheets from Back to School Night and Open House	2023 - 2024 To increase participation by 5%.	2023 - 2024 Participation in Back to School Night and Open House stayed the same 24% attendance. Goal not Met
Attendance at afterschool events and activities.	2024 EOY To increase parent attendance at events and activities by 5%.	2023 - 2024 There was slight increase in parents attending evening events and activities from 20% to 24% (121 sign ins out of 360 students) this school year based on sign in sheets at conferences and night events. Goal Met.

Analysis

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

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goal on parent involvement was nearly met. We maintained participation from Open House to Back To School Night at 24%. There was an overall increase in attendance at afterschool activities and events. The implementation on the electronic newsletter, (SMORE), blackboard messages, paper flyers, and teacher communication were factors to the increase in more parents involved on campus. The planned funds for Parent Involvement were changed based on the needs of our families to include paying for Jump into English.

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

At Sutherland, we set a threshold of \$10,000 for material differences. For the Parent Involvement goal, there were not any actions/services that exceeded the material difference threshold.

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.

Based on the this year's annual outcomes, metrics, strategies/activities the following changes are proposed: 1. To provide a space on campus for parents to gather and have access to parent resources. 2. To increase communication through personal calls. 3. To continue to provide parent education based on the needs and interests of our families.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Professional & Educational Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Sutherland Elementary will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards. (Compensatory Education: 18)

LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

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

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified ELA CAASPP and MATH CAASPP and notable performance gaps among student groups on Dashboard indicators including the Asian, English Learners and Students with Disabilities on the ELA CAASPP test and all students on the iReady MOY math benchmark. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes across all student groups.

On the following universal measures, we met the 5% projected growth on 2 of the 6 metrics.

- * The 2022-2023 3rd - 6th CAASPP ELA Assessment
- * The 2023-2024 2nd-6th iReady MOY ELA Assessment
- * The 2023-2024 K-2 MOY DIBELS Assessment
- * The 2023-2024 2-6 MOY Reading Inventory (RI) Assessment
- * The 2022-2023 3rd-6th CAASPP Math Assessments
- * The 2023-2024 K-6th grade iReady MOY Mathematics Assessment

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Training	New Metric	95% of Certificated staff will attend all PD, Meetings and PLCs throughout the calendared work year as determined by sign in sheets.
ELA CAASPP, DIBELS, (RI), STAR, iReady ELA MOY Benchmarks	0 of 4 metrics Met or Exceeded Expected Outcomes	2 of 4 metrics Met or Exceeded Expected Outcomes
MATH CAASPP and iReady MOY Benchmarks	1 of 2 metrics Met or Exceeded Expected Outcomes	2 of 2 metrics Met or Exceeded Expected Outcomes

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> * iReady Co plan-Co Teach Model * Reading Academy * <p>Site Based Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> * SIPPS with District Coaches * Professional Learning Communities 	All	<p>7325 Title I 1150 Teacher Sub See ELA Goal 1.1 1829 Title I 3000 Benefits Teacher benefits 2115 Title I 1120 Teacher Temp Timecards for afterschool PD/Training 529 Title I 3000 Benefits Teacher benefits 26000 Title I 5800 Prof and Operating/Consultants Solutions Tree PLC Consultant</p>
1.2	<p>MTSS (Multi-Tiered System of Supports) Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:</p> <ul style="list-style-type: none"> * Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. * Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. 	All	<p>0 Title I 1150 Teacher Sub See ELA Goal 1.1</p>

	<ul style="list-style-type: none"> * Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success. * Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support. * Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework. * Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts. * Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation. * Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students. * Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework. * Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making. <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<p>1.3</p>	<p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>* Community Building: Assemblies bring students, teachers, and sometimes parents together in a</p>	<p>All</p>	

	<p>shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <ul style="list-style-type: none"> * Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. * Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. * Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. * Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. * Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school. 		
<p>1.4</p>	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <ul style="list-style-type: none"> * Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards. <p>Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning *</p> <ul style="list-style-type: none"> * Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning. * Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions. <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <ul style="list-style-type: none"> * Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their 	<p>ALL</p>	<p>30434 Title I 5872 Field Trips Study Trips</p>

	<p>experiences and make connections to the core curriculum.</p> <p>* Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p> <p>* Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>ELA CAASPP Scores</p>	<p>2022-23 To decrease the points from standard on the CAASPP ELA test by 10 points.</p>	<p>2022-2023 ELA CAASPP - 23.70% met or exceeded standards on the CAASPP. Students decreased the distance from standard by .08 point to 57.4. Students did not make the 10 point decrease as expected. Goal Not Met.</p>
<p>Math CAASPP Scores</p>	<p>2022-23 To decrease the points from standard on the CAASPP Math test by 10 points..</p>	<p>2022-23 23.41% students met or exceeded standards on the CAASPP. Goal Met. Students decreased the distance from standard to 80.1 points. Met Goal</p>
<p>Number of Hours of professional development for Staff</p>	<p>2023-24 The staff will participate in 300 or more hours of professional development.</p>	<p>2023-24 The staff participated in more than 300 hours of professional development. Goal Met.</p>

Analysis

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

The overall implementation and effectiveness of the strategies/activities to achieve a robust professional development program for the staff of Sutherland Elementary was fully implemented. All staff participated in the Academic Conferences and site based PD with the CORE consultants on SIPPS and 3rd - 6th grade attended the Lodi Math Network PD's throughout the year. These trainings impact on students was partially effective. We saw student growth on most metrics but in most cases we did not reach our expected goals.

The current skills, competencies, and knowledge areas possessed by educators and staff at Sutherland include the following:

- PBIS - 100% Trained
- AVID - 50% Trained
- iReady Math - 100% Trained
- PLC - 25% Formally trained - 75% Staff trained by teacher led in-service
- K-4th Grade SIPPS 100% Trained

Universal Measures:

- * The 2022-2023 3rd - 6th CAASPP ELA Assessment - Goal not met
- * The 2022-2023 3rd-6th CAASPP Math Assessments - Goal met.

Reviewing our CAASPP Data for our 3rd and 4th grade students more support is needed in writing and problem solving. In fifth and sixth grade applying mathematical concepts and procedures was an area of weakness. In our Kindergarten through second grade, learning needs identified through the DIBELS assessment include phonemic awareness in kindergarten, blending/reading fluency in 1st grade and reading comprehension in second grade. The learning needs identified from this data reflects many different issues including a mismatch of instruction/strategies to student learning styles, lack of targeted instruction based on student needs, fluency practice, attendance and the need for more support teaching the curriculum. Supporting teachers with adequate time and support for implementing the PLC process is another area that contributes to the results of this past year.

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

At Sutherland, we set a threshold of \$10,000 for material differences. For the Professional Development Goal, there were not any actions/services that exceeded the material difference threshold.

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.

Based on the this year's annual outcomes, metrics, strategies/activities the following changes are proposed: 1. To build knowledge in the science of reading, Kindergarten through 5th grade teachers will participate in the Reading Academy and our 6th grade teacher will participated in the Middle School Reading Academy. Goal 5, Actions 1 & 2. 2. Using the Professional Learning Community, (PLC) model teachers will be provided with professional development on writing SMART goals, developing an implementation plan, assessment timeline and analyzing the results of the instruction. The bell schedule and school week will be adjusted to give teachers this time for collaboration. Goal 5, Actions 1 & 2. 3. To better support the learning needs of all students teachers will participate in training on differentiated and small group instruction. Goal 5, Actions 1 & 2. 4. To better facilitate MTSS Data Conferences to include more reflective time on data, writing goals and planning formative assessments. Goal 5, Actions 2.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Social-Emotional Behavioral

Sutherland Elementary will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

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

Based on a comprehensive review of the needs assessments, the California Dashboard Report on chronic absenteeism and suspension rates, and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among several subgroups for absenteeism and suspension. Overall schoolwide attendance has improved from orange to yellow on the California Dashboard. Although the following subgroups have improved, these subgroups continue to be orange including English Language Learners, Socioeconomically Disadvantaged, Students with Disabilities, African Americans, Asians, Hispanics, and Two or More Races. On the California Dashboard - Suspensions schoolwide improved to green. However, the African American and Hispanic subgroups had an increase in suspension by .03% and .08 % respectively and were orange on the CA Dashboard.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

Universal measures include:

- * The California Dashboard
- * PBIS Tier I, Tier II and Tier III
- * Panorama SEL Survey

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2022-23 ALL Student Group is yellow. Which is an decrease of 11.1 points.	2023-2024 ALL Student Group will be green. Which will be a decrease of 10 points.
CA Dashboard - Suspension Rate	2022-2023 ALL Student Group is green. Which is a decrease of 1.1 points.	2023-2024 ALL Student Group will be green and will maintain or decrease the 1.5% suspensions.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 83% Tier 2 TIF Score 92% Tier 3 TIF Score 92%	2024-2025 Local Data: Tier 1 TFI Score 88% Tier 2 TIF Score 95% Tier 3 TIF Score 95%

PBIS Recognition	Platinum for the 2022-2023 School Year	Platinum for the 2023-2024 School Year
Panorama Survey	2023-2024 MOY Panorama Student Survey, our 3rd through 6th grade's lowest rated indicators were Emotional Regulation 39%, Self Efficacy 46%, and Challenging Feelings 46%.	2024-2025 MOY Panorama Student Survey, our 3rd through 6th grade's lowest rated indicators were Emotional Regulation 44%, Self Efficacy 50%, and Challenging Feelings 50%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	7000 Title I 5220 Conference To send teachers to conferences related to the MTSS work 18000 Title I 5712 Transportation Flights/Hotel/Food
1.2	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>* Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>* Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>* Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p>* Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices.</p>	All	500 Title I 5715 Print Shop Communication/flyers for families 1800 Title I 5875 Technology Licenses RCA App for House Points 300 Title I 5711 Postage Communication school to home

	<p>Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p> <p>* Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives.</p> <p>* Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations</p> <p>* Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<p>1.3</p>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>* Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>* Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>* Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>* Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>* Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or</p>	<p>All</p>	<p>2000 Title I 5800 Prof and Operating/Consultants Speakers</p>

	<p>interactive sessions during assemblies can help students develop these essential life skills.</p> <p>* Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>* Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2021-22 California State Dashboard Chronic Absenteeism	To score Low on 2023 California State Dashboard - Chronic Absenteeism	On 2023 California State Dashboard - Chronic Absenteeism, Sutherland decreased the number of students who were Chronically absent from 54.5% to 43.4%.
2021 -22 California State Dashboard Suspension	To score Low on the 2023 California State Dashboard - Suspensions	On the 2023 California State Dashboard - Suspensions Sutherland decreased the number of students who were suspended from 2.6% to 1.5%
2021-22 Panorama SEL Survey Grades 3-5	2024 MOY SEL indicators Sense of Belonging and Positive Feelings students scores will increase by 5%.	2024 MOY SEL indicators Sense of Belonging and Positive Feelings decreased from 62% to 57%.

Analysis

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

The 2023-24 implementation of the strategies and activities to the achieve the articulated goal were fully implemented and showed significant improvement in 2 of the 4 metrics. We moved from orange to yellow in Chronic Absenteeism and from orange to green in suspension on the California Dashboard. These changes reflect the increased support of the Child Welfare and Attendance Advisor and our Community Liaisons. There was increased communication and support with families who were struggling with attendance. The interventions from our PBIS Tier II and Tier III supported more students and provided many more alternatives to suspension. This year, we saw an increase in support from counseling, outreach and mental health provided to our students, however this did not overall increase our schoolwide score on the Panorama SEL Survey. This in part may be due to all three providers were new to our site this year and needed time to build relationships with students and staff in additional development programs / activities to meet the needs of our students.

On the following universal measures 2 of the 4 metrics showed improvement.

- * California Dashboard Chronic Absenteeism - Goal met.
- * California Dashboard Suspensions - Goal met.
- * 3rd-6th Grade Panorama SEL Survey Sense of Belonging - Goal not met

* 3rd-6th Grade Panorama SEL Survey Positive Feelings - Goal not met

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

At Sutherland, we set a threshold of \$10,000 for material differences. For the Social Emotional Behavioral Goal, there were not any actions/services that exceeded the material difference threshold.

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.

Based on the this year's annual outcomes, metrics, strategies/activities the following changes are proposed: 1. To support staff with the implementation of the social emotional curriculum. Goal 6 Action 2. 2. To continue to build our PBIS Tier I, Tier II, and Tier III supports/strategies/activities and educate all staff on these tools. Goal 6 Action 2. 3. To support and develop working with students in trauma, provide opportunities for staff to attend the RCA conference, PBIS conferences and other conferences related to social emotional well being. Goal 6, Action 4.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$145,097.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$145,097.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$142,104.00
Title III	\$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$142,104.00

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 (\$)
Title I: Parent Involvement	\$2,993.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$2,993.00

Total of federal, state, and/or local funds for this school: \$145,097.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	142,104.00
Title I: Parent Involvement	2,993.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	20,951.00
1150 Teacher Sub	11,510.00
1900 Other Cert Salaries	0.00
3000 Benefits	8,108.00
4200 Books	8,600.00
4300 Materials	8,400.00
4325 Food For Meetings	494.00
5220 Conference	7,000.00
5711 Postage	300.00
5712 Transportation	18,000.00
5715 Print Shop	500.00
5800 Prof and Operating/Consultants	29,000.00
5872 Field Trips	30,434.00
5875 Technology Licenses	1,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	0.00
1120 Teacher Temp	Title I	19,751.00
1150 Teacher Sub	Title I	11,510.00
3000 Benefits	Title I	7,809.00
4200 Books	Title I	8,000.00
4300 Materials	Title I	8,000.00
5220 Conference	Title I	7,000.00
5711 Postage	Title I	300.00
5712 Transportation	Title I	18,000.00
5715 Print Shop	Title I	500.00
5800 Prof and Operating/Consultants	Title I	29,000.00
5872 Field Trips	Title I	30,434.00
5875 Technology Licenses	Title I	1,800.00
1120 Teacher Temp	Title I: Parent Involvement	1,200.00
3000 Benefits	Title I: Parent Involvement	299.00
4200 Books	Title I: Parent Involvement	600.00
4300 Materials	Title I: Parent Involvement	400.00
4325 Food For Meetings	Title I: Parent Involvement	494.00
5711 Postage	Title I: Parent Involvement	0.00
	Title III	0.00
1900 Other Cert Salaries	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,272.00
Goal 2	1,000.00

Goal 3	0.00
Goal 4	2,993.00
Goal 5	68,232.00
Goal 6	29,600.00

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
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Elizabeth Horton	Principal
Melissa Lopez	Other School Staff
William Yates	Classroom Teacher
Doug Gilham	Classroom Teacher
LeeAnna Ford Johnson	Classroom Teacher
Ashley Morrison	Parent or Community Member
Monica Flores	Parent or Community Member
April Grover	Parent or Community Member
Lizette Cruz	Parent or Community Member
Tania Gomez Carajal	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.

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



State Compensatory Education Advisory Committee

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 14, 2024.

Attested:



Principal, Elizabeth Horton on 5/20/24



SSC Chairperson, Denise Ali on 5/20/24