

The Single Plan for Student Achievement

School: Sutter Middle School
CDS Code: 34-67439-6066690
District: Sacramento City Unified School District
Principal: David Rodriguez
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Position: Principal
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The District Governing Board approved this revision of the SPSA on .

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

The Sutter Middle School staff has established high academic and behavior standards for all students.

Our vision is to challenge students with a rigorous academic program and provide ample opportunities for them to flourish in the classroom, on the field, and in the community.

Our mission is to create an academic environment where every classroom is focused on learning so that every Sutter Miner has an equal chance of success here, in high school, in college, and in their career. Students will be able to critically think, problem solve, work collaboratively, write proficiently, and possess all skills necessary for success in the 21st Century.

Sutter students are expected to complete all assigned work, participate in class discussions, read material outside of the classroom, write on several different genres, and give oral presentations on various subject matter throughout the year.

The Sutter Middle School administration and faculty are committed to providing a learning environment that is safe, clean, and nurturing. The Sutter faculty is recognized as being among the finest in Sacramento, having several Teachers of the Year and numerous mentor teachers on staff.

The faculty at Sutter Middle School provides all students with a challenging and rigorous curriculum that has resulted in Sutter students being among the highest achieving students in Sacramento. All classrooms are networked for technology to increase school to home communication.

Sutter's curriculum consists of Language Arts, Social Science, Math, Science, Physical Education, and an electives program that includes Art, Drama, Industrial Education, Computer Technology, Science Concepts Lab, Publications, Speech & Debate, Creative Writing, Legacy Club, and Leadership. Extra-curricular activities include: Volleyball, Boys and Girls Basketball, Soccer, Track & Field, Cheer, Softball, Golf, Mathletes, MESA, Art Club, Video Club, Robotics, Anime Club, Speech and Debate, Sutter Strings, tutoring, dances, and various field trips.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	862	870	870
African American	765		
American Indian	779		
Asian	945		
Filipino	929		
Hispanic	792		
Pacific Islander			
White	909		
Socioecon Disadvantaged	810		
English Learners	726		
Students w/ Disabilities	713		

*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

2014 Adequate Yearly Progress Report (AYP) PI Year:

Percent Proficient	ELA	Math	PI
Schoolwide			
African American			
PIAmerican Indian			
Filipino			
Hispanic			
Pacific Islander			
Socioecon Disadvantaged			
English Learners			
Students w/ Disabilities			

Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	15	38	14	35	10	25			1	3	40
8	13	43	8	27	2	7	1	3	6	20	30
Total	28	40	22	31	12	17	1	1	7	10	70

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	56%	20.1%	45.1%	78.0%	78.2%
# Annual Testers	85	85	85	85	85
% w/ Prior-Year Data	98.8%			98.8%	98.8%
# in Cohort	84	19	67		
# Met AMAO	71	--	55		
% Met AMAO	84.5%	--	82.1%		

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	57.5%	21.4%	47.0%	89.0%	89.1%
# Annual Testers	67	67	67	67	67
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	67	14	54		
# Met AMAO	53	--	38		
% Met AMAO	79.1%	--	70.4%		

Title III	2013 - 2014				
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	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	59.0%	22.8%	49.0%	100%	100%
# Annual Testers	62	62	62	62	62
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	62	18	48		
# Met AMAO	55	--	37		
% Met AMAO	88.7%	--	77.1%		

*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	862		726		810			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%								
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year								
		% increase in exemptions: ELA (3%, 2%)								
		% increase in exemptions: Math (2%, 3%)								
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks								
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		5.20%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	96.99%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%	0%							
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	2.1							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			21.9%					
	API	Maintain: ALL, EL, SES until API is revised	862		726		810			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

For Schools in Program Improvement:

What are the specific issues that caused the school to be identified in Program Improvement?

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
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Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
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Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
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Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Action 2.1: Students will be provided cleaner, better maintained learning environments.

Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

2015-16 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF LEP	14,797	0.00
LCFF F/R	155,998	0.00

Planned Improvements in Student Performance

School Goal #1

District/LCAP GOAL:
Action 1.1 : Provide standards aligned curriculum
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 2.2: All schools will become safer more culturally competent environments where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
SCHOOL GOAL #1:
Further Develop intervention programs for Math, ELA, and EL that support increased academic performance for students below basic and far below basic.
Data Used to Form this Goal:
Looking at student achievement through the examination of student work, formative assessments and attendance data.
Findings from the Analysis of this Data:
Overall we need to expand support classes to our students who are below basic and far below basic.
How the School will Evaluate the Progress of this Goal:
The school will monitor students in our intervention classes to ensure academic acceleration by looking at student work, formative assessment data, and projects.
Parent Engagement Activities Related to this Goal:
Parents will be made aware of all class offerings including intervention classes. Parents will receive this information via our newsletter, Connect Ed, Course Selection Sheet, and our PTSO.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Create a Master Schedule that supports below grade level students in Math, English Language Arts, and EL. (Intensive Support Program).	Leadership Team	N/A			Low Income Low Income	Team will monitor student achievement, formative assessments, classroom observations and attendance.
Identify At-Risk students to ensure appropriate supports are in class.	Leadership Team	Staffing and Tutoring	LCFF F/R	65,000	All	Team will monitor student achievement, formative assessments, classroom observations and attendance.
Review current schedule and program and modify and assess each quarter.	Staff and Administrators					Review overall academics school-wide via Infinite Campus at the end of each quarter. Staff will monitor student achievement through examination of student work, formative assessments.
Provide support for our EL student population.	Administration & Staff/ Instructional EL Coach	Staffing & Training	LCFF LEP	14,797	EL	Team will monitor student achievement, formative assessments, classroom observations and attendance.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Build relationship with Sacramento State University to have counseling interns support our students	Administration & Counselor					Counselor and interns will work with below basic students and far below basic students. Administration will monitor success of counseling sessions and outcomes.
Data will be used to form targeted skill groups for instruction for the following: * Students who are FBB/BB * Asian, Hispanic and African American students to decrease the Achievement Gap An Intervention teacher will be hired to support.	Administration & Staff	Staffing	LCFF F/R	65,998	All	Team will monitor student achievement, formative assessments, classroom observations and attendance.

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
SCHOOL GOAL #2:
All teachers will engage in collaboration and training with the Common Core Standards
Data Used to Form this Goal:
Looking at school-wide data, observations, staff meetings and departmental meetings.
Findings from the Analysis of this Data:
More time is needed for school-wide and departmental collaboration time to dig deep into the Common Core Standards.
How the School will Evaluate the Progress of this Goal:
Administration will attend staff development will be part of the learning. Teachers will look at student achievement through the examination of student work and formative assessments. Teachers will create common assessments and projects. Teachers will reconvene to discuss findings of what worked and what didn't work in the classroom. Teachers will observe their colleagues to inform decision making with regards to curriculum being presented in the classroom.
Parent Engagement Activities Related to this Goal:
Parents will be informed of achievement progress, program direction, and strategies to be used by the staff.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Certificated staff to attend Staff Development during the school day and after school related to (but not limited to) such topics as Common Core Standards, Data Inquiry, Culturally Responsive Teaching, and High Quality First Instruction	Administration & Certificated Staff	Release time	LCFF F/R	5,000	All	Administration/Staff Discussion, Departmental and Whole Staff CPT Meetings, and Leadership Team Meetings.
Provide resources, structures, and time for teacher collaboration and professional development.	Administration & Certificated Staff					Administration/Staff Discussion, Departmental and Whole Staff CPT Meetings, and Leadership Team Meetings.
Collaborate with ELA/MATH training specialist to provide support and professional learning in the transition to Common Core	Administration & ELA/MATH Training Specialist					Administration/Staff Discussion, Departmental and Whole Staff CPT Meetings, Classroom Walk-throughs. Collaboration with training specialist and department chairs.

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
Action 2.2: All schools will become safer more culturally competent environments where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities project based learning extended extracurricular and expanded learning program involvement.
SCHOOL GOAL #3:
Provide technology or alternative means for EL and Social Economic Disadvantaged students who do not have access to technology at home.
Data Used to Form this Goal:
Survey of current technology at Sutter Middle School and use of technology in the classroom.
Findings from the Analysis of this Data:
Continue to build our technology in the classroom for both students and teachers. Increase the access of technology to all of our students.
How the School will Evaluate the Progress of this Goal:
Classroom observations, presentations and projects using technology.
Parent Engagement Activities Related to this Goal:
Inform parents the library will be open before school and after school via Connect Ed, Newsletters and Conferences. Teachers will communicate with parents the use of technology in the classroom.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring	
		Item or Action Funded	Funding Source	Amount		Target Student Sub Group
Students will have access to computer lab and the library before school and after school.	Staff	Tutoring	LCFF F/R	20,000	All	Review sign in sheets on a regular basis and regular visits to the library and classrooms.
Students will be provided alternative means for classroom assignments.	Staff					Administration/Staff Discussion, Departmental and Whole Staff CPT Meetings, and Leadership Team Meetings.
Students will have access to the school library and library will provide instructional support for all content areas.	Staff					Review sign in sheets on a regular basis and regular visits to the library
Teachers and students will have access to mobile computer labs	Staff					Review check out sheets for the mobile computer labs, classroom observations of students use of mobile computer labs.

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	155,998.00
LCFF LEP	14,797.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	145,795.00
Goal 2	5,000.00
Goal 3	20,000.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
David Rodriguez	X				
Victoria Camargo				X	
Edward Camargo				X	
Nekesha Bell de Castañon				X	
Keir Keenan					X
Dylan Stewart					X
Mateo Lee					X
Lauren Anderberg		X			
AJ Fajardo		X			
Christine Chavez		X			
Terri Brandt		X			
Larry Hopper		X			

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	District/School Liaison Team for schools in Program Improvement	_____
		Signature
	Compensatory Education Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
	Other committees established by the school or district (list):	_____
		Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on January 8, 2015.

Attested:

David Rodriguez

Typed Name of School Principal

Signature of School Principal

Date

Victoria Camargo

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Evaluation – REQUIRED Spring 2016

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:


Eliminating it from next year's plan

Continuing it with the following modifications:

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X	English Learner Advisory Committee		Signature
	Special Education Advisory Committee	_____	Signature
	Gifted and Talented Education Program Advisory Committee	_____	Signature
	District/School Liaison Team for schools in Program Improvement	_____	Signature
	Compensatory Education Advisory Committee	_____	Signature
	Departmental Advisory Committee (secondary)	_____	Signature
	Other committees established by the school or district (list):	_____	Signature

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Attested:

David Rodriguez

Typed Name of School Principal



Signature of School Principal

02-05-15

Date

Victoria Camargo

Typed Name of SSC Chairperson



Signature of SSC Chairperson

Date