School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Natividad Elementary School	27-66142-6026595	May 28, 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 Natividad Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

Natividad School will meet ESSA requirements in alignment with the LCAP and other federal, State and local programs by:
providing all students significant opportunities to receive a fair, equitable, and high-quality education, to close educational achievement gaps. Our goals are set to address the needs of all students but also focus on English Learners and Special Education student improvement.

Natividad Elementary qualifies as an ATSI school as a result of the Dashboard indicators for the Students with Disabilities student group.
Students with Disabilities, Dashboard Indicators:

- Suspension = Level 1, Very High

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

Plan Description

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

This plan is being used by Natividad Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

Natividad School will meet ESSA requirements in alignment with the LCAP and other federal, State and local programs by:
providing all students significant opportunities to receive a fair, equitable, and high-quality education, to close educational achievement gaps. Our goals are set to address the needs of all students but also focus on English Learners and Special Education student improvement.

Natividad Elementary qualifies as an ATSI school as a result of the Dashboard indicators for the Students with Disabilities student group.
Students with Disabilities, Dashboard Indicators:

- Suspension = Level 1, Very High

Natividad will meet ESSA requirement in alignment with LCAP and other federal, sate and oca program by providing all students significant opportunities to received a fair, equity and high-quaity educational close the achievement gap.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Natividad took great care to ensure there were ample opportunities for all educational partners to have a voice and provide for all educational partners to have a voice and provide input on the use of funds:

The following Educational partners were involved in the planning process
1. English Language Advisory Committee (ELAC): This group met monthly to discuss academic achievement and support for English learners, opportunities for parent involvement, & community outreach

2. School Site Council (SSC): Monthly meetings to review students' achievements progress, discuss initiatives or issues surrounding students' performance and make recommendations around these topics

3. School Leadership Team: Monthly meetings to review student data, develop a list of priorities, and recommendations around professional development
All meetings were in person. Childcare was provided. Meetings were Spanish & English

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Lack of qualified staff to provide exceptional service.

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.

CA Dashboard - State indicator for which overall performance was in the "Red" or "Orange" performance:

Red performance in English Language Arts for the following student groups: English Learners, Homeless

Red performance in Suspension for the following student groups: Homeless

Orange performance in English Language Arts for the following student groups: All Students, Hispanic, Socioeconomically Disadvantaged,

Orange performance in Mathematics for the following student groups: English Learners, Socioeconomically Disadvantaged, Homeless

Orange performance in Chronic Absenteeism for the following student groups: Students with Disabilities

Orange performance in Suspension for the following student groups: Homeless

According to the Natividad Dashboard, we achieved the following:
ELA: All students increased 4 points, ELs- maintained, Hispanic- increased 4.4 points, Socioeconomically Disadvantaged- increased 4.4 points, Homeless- maintained

Math: ELs- increased 8.8 points, Socioeconomically Disadvantaged- increased 6.4 points, Homeless- increased 8.1 points

Chronic Absenteeism: Students with Disabilities- -22.6%

Suspension Rate: Students with Disabilities- +0.8, Homeless- +0.7

Steps to address student needs include:
1. Identify and target all students
2.. Engage in Professional Learning Communities: Collaborate in grade-level PLCs to enhance teaching practices and student learning outcomes and review data
3. Implement RTI Supports: Continue with Benchmark, SIPPS, and other distinct adopted resources to support phonemic awareness and enhance reading instruction for
all students during in-school interventions.
4. Look into starting Science of Reading training with MCOE consultants with all grade levels.
5. Provide After School Interventions and Enrichment: Offer targeted interventions for students who need additional, support, focusing on
improving their reading skills and overall academic performance.
6. Continue training teachers in RTI and PLC

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.

Red performance in English Language Arts for the following student groups: English Learners, Homeless
Red performance in Suspension for the following student groups: Homeless
Orange performance in English Language Arts for the following student groups: All Students, Hispanic, Socioeconomically Disadvantaged,
Orange performance in Mathematics for the following student groups: English Learners, Socioeconomically Disadvantaged, Homeless
Orange performance in Chronic Absenteeism for the following student groups: Students with Disabilities
Orange performance in Suspension for the following student groups: Homeless

1. English Learners and Homeless for ELA:

to address the needs of these students, we will be doing the following:
1. teachers attend PLC and RTI conferences
2. student

2. . Student with disabilities for suspension rate:

To address the needs we will be doing the following:
1. Check in and check out for our SPED students.
2. Involve the school counselor in supporting students by creating student support counseling
3. Involve the SPED staff to collaborate with teachers.
4. trained VP and teachers on how to accommodate students and behavior strategies
5. The school psychologist meets and reviews student IEPs with the teacher.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We will be using Star reading:

1. increase teacher collaboration
2. review student data
3. identify the positive/whats strategies are working
4. Identify the challenges
5. come up with solutions

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Natividad Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.59%	0.71%		4	5
African American	%	0.29%	0.28%		2	2
Asian	%	0.59%	0.99%		4	7
Filipino	%	2.2%	2.55%		15	18
Hispanic/Latino	%	93.25%	92.21%		635	651
Pacific Islander	%	0%	%		0	
White	%	1.62%	1.42%		11	10
Multiple/No Response	%	1.17%	1.13%		8	8
			Total Enrollment		681	706

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		98	92
Grade 1		97	95
Grade 2		118	101
Grade3		103	112
Grade 4		83	107
Grade 5		86	84
Grade 6		96	89
Total Enrollment		681	706

Conclusions based on this data:

1. Our student enrollment has been declining.
2. Our school is highly Latino predominant.
3. Student Enrollment by subgroups has been maintained.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	453	442	466	64.20%	68.8%	66.0%
Fluent English Proficient (FEP)	73	90	79	14.40%	11.1%	11.2%
Reclassified Fluent English Proficient (RFEP)				4.4%		

Conclusions based on this data:

1. The number of our English Learners have been maintained in the last three years.
2. The number of RFEP students has decreased in the following years, we need to focus on providing the proper language support to our students, so they can succeed academically and increase their proficiency levels in the ELPAC.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	91	83	105	0	82	102	0	82	102	0.0	98.8	97.1
Grade 4	102	82	81	0	80	80	0	80	80	0.0	97.6	98.8
Grade 5	110	98	84	0	97	84	0	97	84	0.0	99.0	100.0
Grade 6	95	97	91	0	96	90	0	96	90	0.0	99.0	98.9
All Grades	398	360	361	0	355	356	0	355	356	0.0	98.6	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2344.	2345.		4.88	3.92		10.98	9.80		24.39	27.45		59.76	58.82
Grade 4		2397.	2389.		2.50	5.00		15.00	16.25		25.00	17.50		57.50	61.25
Grade 5		2391.	2416.		2.06	3.57		10.31	15.48		15.46	20.24		72.16	60.71
Grade 6		2470.	2465.		4.17	2.22		23.96	22.22		28.13	28.89		43.75	46.67
All Grades	N/A	N/A	N/A		3.38	3.65		15.21	15.73		23.10	23.88		58.31	56.74

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.10	1.96		47.56	59.80		46.34	38.24
Grade 4		8.75	5.00		63.75	60.00		27.50	35.00
Grade 5		4.17	4.76		55.21	53.57		40.63	41.67
Grade 6		4.17	4.44		48.96	46.67		46.88	48.89
All Grades		5.65	3.93		53.67	55.06		40.68	41.01

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.66	1.96		37.80	37.25		58.54	60.78
Grade 4		2.50	2.50		53.75	38.75		43.75	58.75
Grade 5		1.04	2.38		35.42	42.86		63.54	54.76
Grade 6		5.21	2.22		53.13	54.44		41.67	43.33
All Grades		3.11	2.25		44.92	43.26		51.98	54.49

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.44	2.94		58.54	66.67		39.02	30.39
Grade 4		1.25	5.00		70.00	63.75		28.75	31.25
Grade 5		4.17	4.76		64.58	59.52		31.25	35.71
Grade 6		12.50	8.89		62.50	66.67		25.00	24.44
All Grades		5.37	5.34		63.84	64.33		30.79	30.34

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.44	6.86		62.20	52.94		35.37	40.20
Grade 4		3.75	6.25		68.75	58.75		27.50	35.00
Grade 5		3.13	9.52		53.13	54.76		43.75	35.71
Grade 6		8.33	8.89		62.50	66.67		29.17	24.44
All Grades		4.52	7.87		61.30	58.15		34.18	33.99

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Overall participation of students has been maintained in high levels and percentages.
2. Students showed significant progress in most of the domains. More focus is needed in Listening.
3. Third graders have been showing adequate progress in comparison with the other grade levels.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	91	83	105	0	82	104	0	82	104	0.0	98.8	99.0
Grade 4	102	82	81	0	78	81	0	78	81	0.0	95.1	100.0
Grade 5	110	98	84	0	97	84	0	97	84	0.0	99.0	100.0
Grade 6	95	97	91	0	97	90	0	97	90	0.0	100.0	98.9
All Grades	398	360	361	0	354	359	0	354	359	0.0	98.3	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2370.	2365.		1.22	1.92		18.29	14.42		26.83	26.92		53.66	56.73
Grade 4		2392.	2406.		1.28	1.23		7.69	14.81		37.18	33.33		53.85	50.62
Grade 5		2384.	2394.		0.00	1.19		5.15	4.76		13.40	19.05		81.44	75.00
Grade 6		2462.	2452.		6.19	6.67		15.46	10.00		19.59	32.22		58.76	51.11
All Grades	N/A	N/A	N/A		2.26	2.79		11.58	11.14		23.45	27.86		62.71	58.22

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.32	5.77		40.24	44.23		52.44	50.00
Grade 4		1.28	6.17		35.90	41.98		62.82	51.85
Grade 5		0.00	1.19		18.56	23.81		81.44	75.00
Grade 6		7.22	5.56		40.21	35.56		52.58	58.89
All Grades		3.95	4.74		33.33	36.77		62.71	58.50

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.10	6.73		37.80	33.65		56.10	59.62
Grade 4		2.56	2.47		39.74	35.80		57.69	61.73
Grade 5		1.03	1.19		27.84	34.52		71.13	64.29
Grade 6		2.06	4.44		54.64	47.78		43.30	47.78
All Grades		2.82	3.90		40.11	37.88		57.06	58.22

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.44	2.88		56.10	67.31		41.46	29.81
Grade 4		1.28	2.47		50.00	54.32		48.72	43.21
Grade 5		2.06	1.19		41.24	47.62		56.70	51.19
Grade 6		5.15	4.44		50.52	52.22		44.33	43.33
All Grades		2.82	2.79		49.15	55.99		48.02	41.23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Overall data shows that we need to focus more in providing better instructional support to all students in Math.
2. Our students needs more support in communicating reasoning, demonstrating ability to support Mathematical conclusions.
3. Problem solving is another domain that our students need more intensive support in order for them to apply their skills properly.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1367.3	1405.4	1416.0	1380.3	1410.1	1421.9	1337.0	1394.1	1402.1	58	69	75
1	1415.9	1428.9	1465.1	1436.7	1452.5	1465.8	1394.4	1404.8	1463.9	61	73	70
2	1441.0	1476.0	1444.2	1449.5	1477.2	1460.4	1431.9	1474.2	1427.5	50	69	70
3	1471.1	1479.8	1480.6	1472.5	1475.9	1482.6	1469.1	1483.2	1478.1	64	59	69
4	1489.5	1502.0	1494.1	1492.9	1502.5	1489.1	1485.5	1501.0	1498.6	70	53	52
5	1502.9	1526.9	1509.9	1499.3	1528.3	1512.6	1506.0	1525.0	1506.6	71	60	50
6	1479.9	1522.1	1524.9	1467.0	1520.6	1516.7	1492.2	1523.2	1532.6	39	47	42
All Grades										413	430	428

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.72	7.25	14.67	20.69	33.33	25.33	27.59	33.33	32.00	50.00	26.09	28.00	58	69	75
1	1.64	12.33	30.00	26.23	17.81	22.86	37.70	27.40	27.14	34.43	42.47	20.00	61	73	70
2	6.25	13.04	5.71	31.25	37.68	28.57	35.42	34.78	32.86	27.08	14.49	32.86	48	69	70
3	11.11	8.62	14.49	23.81	34.48	24.64	38.10	37.93	40.58	26.98	18.97	20.29	63	58	69
4	5.71	15.38	9.62	34.29	38.46	40.38	34.29	25.00	26.92	25.71	21.15	23.08	70	52	52
5	21.13	25.00	12.00	21.13	31.67	34.00	35.21	36.67	34.00	22.54	6.67	20.00	71	60	50
6	5.26	14.89	14.29	28.95	31.91	42.86	28.95	36.17	30.95	36.84	17.02	11.90	38	47	42
All Grades	8.07	13.55	14.72	26.41	31.78	29.91	34.23	32.94	32.24	31.30	21.73	23.13	409	428	428

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.72	10.14	18.67	25.86	34.78	24.00	31.03	28.99	24.00	41.38	26.09	33.33	58	69	75
1	18.03	24.66	37.14	36.07	21.92	22.86	22.95	21.92	15.71	22.95	31.51	24.29	61	73	70
2	14.58	31.88	17.14	35.42	31.88	41.43	33.33	26.09	24.29	16.67	10.14	17.14	48	69	70
3	20.63	15.52	30.43	41.27	51.72	37.68	22.22	17.24	17.39	15.87	15.52	14.49	63	58	69
4	34.29	26.92	26.92	32.86	48.08	44.23	15.71	11.54	11.54	17.14	13.46	17.31	70	52	52
5	33.80	40.00	22.00	35.21	40.00	58.00	8.45	13.33	8.00	22.54	6.67	12.00	71	60	50
6	18.42	34.04	42.86	34.21	38.30	26.19	21.05	23.40	19.05	26.32	4.26	11.90	38	47	42
All Grades	21.27	25.70	27.10	34.47	37.15	35.51	21.27	20.79	17.76	22.98	16.36	19.63	409	428	428

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	7.25	9.33	5.17	24.64	20.00	41.38	43.48	41.33	53.45	24.64	29.33	58	69	75
1	1.64	2.74	15.71	19.67	10.96	31.43	24.59	20.55	30.00	54.10	65.75	22.86	61	73	70
2	0.00	7.25	4.29	29.17	34.78	20.00	33.33	30.43	22.86	37.50	27.54	52.86	48	69	70
3	3.17	8.62	5.80	12.70	17.24	23.19	34.92	41.38	28.99	49.21	32.76	42.03	63	58	69
4	2.86	5.77	1.92	14.29	23.08	28.85	35.71	34.62	32.69	47.14	36.54	36.54	70	52	52
5	5.63	11.67	0.00	18.31	23.33	14.00	35.21	43.33	56.00	40.85	21.67	30.00	71	60	50
6	2.63	4.26	7.14	7.89	25.53	28.57	31.58	38.30	42.86	57.89	31.91	21.43	38	47	42
All Grades	2.44	6.78	6.78	15.40	22.66	23.60	33.99	35.51	35.28	48.17	35.05	34.35	409	428	428

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.17	18.84	22.67	51.72	62.32	68.00	43.10	18.84	9.33	58	69	75
1	22.95	35.62	57.14	60.66	47.95	31.43	16.39	16.44	11.43	61	73	70
2	10.42	28.99	18.57	75.00	57.97	67.14	14.58	13.04	14.29	48	69	70
3	15.00	19.30	21.74	48.33	61.40	65.22	36.67	19.30	13.04	60	57	69
4	31.43	40.38	34.62	47.14	48.08	59.62	21.43	11.54	5.77	70	52	52
5	25.35	23.33	28.00	47.89	65.00	66.00	26.76	11.67	6.00	71	60	50
6	7.89	6.52	38.10	55.26	78.26	42.86	36.84	15.22	19.05	38	46	42
All Grades	18.23	25.35	31.07	54.19	59.39	57.71	27.59	15.26	11.21	406	426	428

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.45	11.59	16.00	51.72	56.52	41.33	44.83	31.88	42.67	58	69	75
1	13.11	17.81	24.29	59.02	42.47	45.71	27.87	39.73	30.00	61	73	70
2	16.67	31.88	30.00	66.67	55.07	51.43	16.67	13.04	18.57	48	69	70
3	42.86	46.55	39.13	42.86	32.76	39.13	14.29	20.69	21.74	63	58	69
4	43.48	26.53	26.92	44.93	59.18	48.08	11.59	14.29	25.00	69	49	52
5	57.75	64.81	56.00	19.72	29.63	28.00	22.54	5.56	16.00	71	54	50
6	47.37	52.17	40.48	23.68	39.13	40.48	28.95	8.70	19.05	38	46	42
All Grades	32.84	33.97	31.78	43.87	45.45	42.52	23.28	20.57	25.70	408	418	428

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	15.94	9.33	43.10	55.07	70.67	56.90	28.99	20.00	58	69	75
1	4.92	6.85	30.00	37.70	20.55	32.86	57.38	72.60	37.14	61	73	70
2	6.25	18.84	18.57	54.17	57.97	32.86	39.58	23.19	48.57	48	69	70
3	3.28	1.75	1.45	37.70	52.63	47.83	59.02	45.61	50.72	61	57	69
4	4.29	4.00	3.85	41.43	60.00	53.85	54.29	36.00	42.31	70	50	52
5	11.27	13.56	6.00	39.44	52.54	54.00	49.30	33.90	40.00	71	59	50
6	2.63	6.38	2.38	15.79	34.04	52.38	81.58	59.57	45.24	38	47	42
All Grades	4.91	10.14	11.21	39.31	47.17	48.83	55.77	42.69	39.95	407	424	428

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.90	30.43	33.33	31.03	42.03	36.00	62.07	27.54	30.67	58	69	75
1	0.00	4.11	15.71	50.82	54.79	64.29	49.18	41.10	20.00	61	73	70
2	0.00	8.70	4.29	50.00	59.42	42.86	50.00	31.88	52.86	48	69	70
3	6.56	22.41	20.29	59.02	58.62	57.97	34.43	18.97	21.74	61	58	69
4	5.88	17.31	13.46	61.76	63.46	57.69	32.35	19.23	28.85	68	52	52
5	9.86	23.33	6.00	59.15	60.00	74.00	30.99	16.67	20.00	71	60	50
6	2.63	25.53	30.95	65.79	65.96	61.90	31.58	8.51	7.14	38	47	42
All Grades	4.94	18.22	17.76	53.83	57.01	54.91	41.23	24.77	27.34	405	428	428

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Reading and Writing support is needed for all English Learners.
2. Students in 3rd grade and up need more practice in Speaking to develop language skills.
3. The Listening domain is seen stronger than the other domains in all grade levels.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
681	**86**	**64.9**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Natividad Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	442	64.9
Foster Youth		
Homeless	315	46.3
Socioeconomically Disadvantaged	586	86
Students with Disabilities	53	7.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.3
American Indian	4	0.6
Asian	4	0.6
Filipino	15	2.2
Hispanic	635	93.2
Two or More Races	8	1.2
White	11	1.6

Conclusions based on this data:

1. School population is Latino dominant.

2. The socio-economically disadvantaged group is a high percentage.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Red	 No Performance Color
78.2 points below standard	90.2 points below standard	0 Students
Increased +4 points	Maintained 0 points	
339 Students	248 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Red	 Orange	142.3 points below standard
87.1 points below standard	82.1 points below standard	Decreased -4.3 points
Maintained +2 points	Increased +4.4 points	28 Students
151 Students	291 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 79.9 points below standard Increased +4.4 points 320 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
116 points below standard Decreased -4.6 points 193 Students	0.3 points above standard Increased +8.1 points 55 Students	66.7 points below standard Increased +9 points 62 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
91.7 points below standard	96.8 points below standard	0 Students
Increased +6.8 points	Increased +8.8 points	
339 Students	248 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange	 Orange	163.4 points below standard
99.3 points below standard	96.7 points below standard	Maintained -1.3 points
Increased +8.2 points	Increased +6.4 points	28 Students
151 Students	291 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 93.6 points below standard Increased +7.3 points 320 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
117.3 points below standard Increased +5.5 points 193 Students	24.7 points below standard Increased +13.5 points 55 Students	102 points below standard Decreased -3.6 points 62 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Orange
48.2% making progress towards English language proficiency
Number of EL Students: 336 Students
Performance Level: 3

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
65	109	6	156

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Yellow	 No Performance Color
28.7% Chronically Absent	22% Chronically Absent	0 Students
Declined Significantly -8.4	Declined Significantly -10.6	
714 Students	491 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Yellow	 Yellow	 Orange
27.9% Chronically Absent	28.5% Chronically Absent	38.5% Chronically Absent
Declined Significantly -8	Declined Significantly -8	Declined -22.6
333 Students	617 Students	65 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 4 Students	Less than 11 Students 4 Students	12.5% Chronically Absent Declined -12.5 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 28.4% Chronically Absent Declined Significantly -9.7 665 Students	36.4% Chronically Absent 0 11 Students	 No Performance Color 0 Students	54.5% Chronically Absent Increased 18.2 11 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	0	3	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Green	 No Performance Color
2.3% suspended at least one day	2.2% suspended at least one day	0 Students
Declined -0.5	Declined -0.9	
732 Students	505 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange	 Green	 Red
3.8% suspended at least one day	2.4% suspended at least one day	10.6% suspended at least one day
Increased 0.7	Declined -0.8	Increased 0.8
344 Students	634 Students	66 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 4 Students	Less than 11 Students 4 Students	5.9% suspended at least one day Increased 5.9 17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 1.9% suspended at least one day Declined -0.9 681 Students	0% suspended at least one day 12 Students	 No Performance Color 0 Students	18.2% suspended at least one day Increased 9.1 11 Students

Conclusions based on this data:

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 1

Title and Description of School Goal

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

Fostering Inclusive Academic Excellence
All Students will receive a high-quality education in a safe environment, which is supportive of students reaching success in high school & career/college readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Fostering Inclusive Academic Excellence

We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

We play a critical role in developing and equipping our students to become active, positive members and leaders in their local and global communities with the tools they need to make choices to shape their futures. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to move SCESD students to green on the Dashboard indicators.

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.

Although our school has made improvements in ELA and Math as seen in the California Dashboard, our data still shows that all students need continuous support in all subject areas. This goal has been developed to address the needs of all students including students in different subgroups such as socio-economically disadvantaged, Race, English Learners, and Students with Disabilities by providing access to 21st Century skills, proper academic support and interventions, preparation for college, and career readiness, language support, and a safe and secure learning environment. A school cannot be successful without the support of active parent involvement. Therefore, family and community engagement will be essential to ensure that our students feel properly supported in school, at home, and in the community.

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
All students in grades K - 2 on grade level will show one-year growth as measured by BPTS	k-2 BPTS assessments at least three times a year: typically about 25% of our population is on grade level for ELA/Skills/standards at first measurement.	Goals will be for all students to show growth, 80%% or higher of our students will increase at least one year of growth
Students below grade level in grades 3-6 will show more than one year's growth in order to close the achievement gap as measured by Star Reading	k-6 Star Reading Assessments at least three times a year: typically about 25% of our population is on grade level for ELA/Skills/standards at first measurement. The SBAC test is given once a year.	Goals will be for all students to show growth, 80% or higher of our students will increase at least one year of growth

Students below grade level in grades 3-6 will show more than one year's growth in order to close the achievement gap as measured by Star Math	3-6 grade Star math assessment at least three times a year: typically 30% of our population is on grade level for math skills /standards at first measurement. The SBAC test is given once at the end of the school year	Goals will be for all students to show growth, 80% or higher of our students will increase at least one year of growth
SBAC ELA- English Learners	73.58% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Homeless	61.11% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
CA Dashboard - Suspension - Students with Disabilities	Increased 0.8%	Decrease percentage rate

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	Priority 1, In order for the students to receive instruction to attain 21st-century and digital citizenship skills and prepare them for college and career readiness, our school will be providing the necessary materials and activities that promote literacy/academic achievement (i.e. digital and hard copy text (including bilingual), SBAC, Star reading, Star math, Benchmarkcommon assessments, IAB, ICA, BPST).	All Students	18500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials and supplies 22286 Title I Part A: Allocation 4000-4999: Books And Supplies Materials and Supplies
1.2	All teachers will incorporate small group instruction in their classrooms to increase the quality of differentiated Teachers will be provided with opportunities for professional development and collaboration. All staff will participate in classroom visits to gain insights on best practices. instruction.	All students	5000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies 9000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries subs for teachers to collaborate or do walkthroughs
1.3	Students will be offered during the day/after-school, and/or Saturday School academic and enrichments support, with the priority being student academic prevention/intervention (i.e. ELD Sessions, enrichments support such as computer design program, STEM, Instructional Assistant Support, Classified Miscellaneous, etc.) Students will receive additional prevention and intervention during school hours and after school with teachers, or instructional aides. Targeted students will also receive additional intensive instructional support during the Winter and Spring Breaks	all students	28500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher hourly, teacher's in charge Before or after school, Saturday school programs, 21000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries afterschool enrichment program including prevention

	(Intersessions). Transportation will be provided to support these programs.		or intervention support after school
1.4	To promote Academic Performance and Achievement, all students will have access to incentive opportunities based on academic, behavior, and attendance achievement.	all students	15000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies incentives for academic, behavior, and attendance
1.5	Provide supplemental instructional supplies to enhance all programs (ELA, Math, ELD). Additional Supplies to help struggling students access core instruction. Provide student agendas to support continued learning and to promote parent/school communication. Provide office supplies needed for maintaining student records and to support school to home communication, such as printer ink, paper, etc.	All students	15000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies materials and supplies
1.6	Students will be provided with access to resources, and the technology necessary to acquire 21st century and digital citizenship learning skills for college and career readiness. Technology support will be as follows: • Purchased Instructional technology will be used to enhance learning for all students (i.e computers, Chromebooks, Ipads Apple TVs, printers, headphones, etc). • Instructional technology will be used for assessments and for remediation (strive for the student-to-computer ratio 1 to 1) • Purchased instructional technology and software programs to be used to reinforce reading and writing fluency (google classroom, AR in classrooms, Seasaw, Lexia , Dreambox). • Every classroom will have a Smart TV, document cameras, Apple TVs, IPAD's, and computers that will be used to record and analyze student data. • Students will have an opportunity to print and produce their projects (PBL). • Tech support.	All students	10000 Title I Part A: Allocation 4000-4999: Books And Supplies Technology equipment forregular school and supporting distance learning (computers, ipads, doc cameras, projectors, bulbs, computer mobile labs, printers, ink, website licenses, etc.) 6000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Library Resources, student incentives, RIF, posters, library supplies
1.7	Provide identified students with support beyond the core instruction to promote and encourage leadership skills, as well as expanding their knowledge of career options: 1. Give students access to opportunities to explore	All student	15000 Title I Part A: Allocation 4000-4999: Books And Supplies instructional materials, incentives, field trips

	art through hands-on learning from the Visual and Performing Arts (VAPA) service provider. 2. Provide students with Visual and Performing Arts (VAPA) Contract Artists, enrichment activities, IAs to support enrichment opportunities for students such as Speakers, Assemblies (i.e. Dance, Academic Club, web design, computer design, Chess club, student council, etc.) 3. Contract with student organizations to promote a positive lifestyle (Dance, Restorative Justice, Garden Club self-awareness, student council, and leadership skills). 4. Transportation to VAPA activities promoting exposure to real-life events. 5. Field trips for enrichment, academic, and fun opportunities		
1.8	Establish expectations for implementation of school wide Designated and Integrated ELD as follows: • Instruction will reflect a multi-tiered system of academic support that will provide aspects of the critical elements of best teaching practices while bringing the SCESD′s curricula and content into alignment with State Standards. • Daily Schedules reflect designated instruction for at least 45 minutes per day. • Frequent walk-throughs by site admin • Provide supplies, resources, materials, and furniture to support students' language development.	All Students	
1.9	Special education students will be offered access to high quality differentiated instruction and access to rigorous academic instruction in the general education setting. Students will be provided with necessary supplies and materials based on their IEPs.	SPED students	2000 Title I Part A: Allocation 4000-4999: Books And Supplies materials and supplies 2000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries SPED subs
1.10	GATE students will receive enrichment opportunities at school to enhance their skills such as Fine Arts, VAPA, Robotics, STEM, web design, computer graphic design etc..	high achieving students based on SBAC and Star Reading/Math	

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.

Analysis

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

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

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.

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.

Safe, Positive, and Well-Resourced Schools

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Safe, Positive, and Well-Resourced Schools

We will ensure that all students will benefit from safe, inclusive, nurturing, well-maintained environments that prepare them to be respectful, compassionate, and empathetic global citizens.

Our schools must be safe, inclusive, nurturing, and well-maintained for students to learn, develop, and thrive emotionally and socially as they become healthy and productive citizens who can interact and work together in the global community. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to maintain or move SCESD student groups to green on the Dashboard indicators.

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 prior data: ODR's, Culture and climate Surveys, Daily attendance log, our students won't be able to fully achieve their academic and socialemotional goals unless they will feel valued, supported, educated, safe, cared and nurtured school-wide.

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
Culture and Climate Surveys	95% student participation in Fall and Spring Climate and Culture survey	maintain 95% and above of student participation.
ODR Data	Percentage of students with 0 to 1 ODR= 91-100%	Maintain percentage of students with 0 to 1 ODR as 91-100%
Daily Attendance Log	20.5% of students are Chronically Absent	Decrease chronic absenteeism by 10%.
90% of our staff will implement class circle and Restorice Justice	Teachers and classified will have the opportunity to attend Restorice Justice Training	85% to 100% of staff members will be able to be trained

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
2.1	The School will implement an articulated system of PBIS based on Restorative Justice and Olweus Anti-Bullying Prevention (PBIS, Olweus & RestorativeJustice Framework and Strategies). In addition, we will increase connectedness to the school by: • Provide School staff (i.e. PBIS School Committee) with ongoing training and collaboration time around restorative and Olweus approaches. • Provide culturally sensitive training and workshops for staff and parents to increase educational partnership and support connectedness as needed. Workshops will be determined by baseline results from the survey. • Provide incentives at training such as but not limited to (i.e snacks, beverages, materials, etc.) and have PBIS posters available for all classes and school campus. • All students will be supervised appropriately, at all times, when on school grounds. • Continue using the comprehensive matrix delineating expected behaviors and procedures in specific schools' common areas and modify as needed. • Continue using a baseline for student office disciplinary referrals (ODRs) and all types of suspensions (including In-school suspensions) as needed. • Clearly outline and implement a school grounds map with specifically designated areas/locations.	all students	10000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies materials and supplies 10000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries hiring staff, training, and collaboration 3000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries provide support and training for IA and campus supervisors
2.2	All stakeholders will devise and implement a school-wide fun/incentive plan to promote: Student attendance, reading, and expected proper behavior during school time. School-wide PBIS rewards system • Provide Incentives to students (Online Student Store) • Sport Intro-murals during school hours and after school	all students	12000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Playworks, PE, outdoor activities supplies and equipment

	• Provide opportunities to join clubs • Fun Day (Dia de Ninos) • Fun Friday • Monthly Raffles • Student of the Month • Extracurricular Field Trips • Perfect Attendance Certificates		
2.3	Establish Clear Safety Protocols: Development and communicate clear safety protocols for emergencies such as fire drills, lockdown procedures, and evacuation plans. Regularly practice these protocols with students and staff to ensure everyone knows what to do in case of an emergency.	All students	
2.4	Health, wellness and enrichment learning opportunities will be expanded through the following real-world connections: Blue Zone, Garden club, field trips, guest speakers, playground equipment, structured games etc.	All students	15,000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Field trips and guest speakers
2.5	Continous Improvement: Regularly solicit feedback from students, parents and staff on ways to improve the school environment. Use data and feedback to identify areas of growth and implement evidence-based practices to address them.	All Students	
2.6	School beautification: Materials to enhance school safety and beautification.	All students	1000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies materials have school safe and clean

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.

Analysis

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

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

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.

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.

Cultivate Quality Staff to Provide Excellent Service
We will work together to ensure that high-quality staff are hired, retained, and provided with high-quality, ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 - Cultivate Quality Staff to Provide Excellent Service

We will work together to ensure that high-quality staff are hired, retained, and provided with high-quality, ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

Our students deserve to be taught and cared for to become responsible citizens by exceptionally prepared and trained staff who model lifelong learning and customer service. The actions and services outlined in this goal specifically aim to address staff who will work with individuals, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided to address staff who will work with student groups.

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.

Currently, we have about 50% of Natividad staff who participated in extended PD opportunities such as RTI and PLC. Students would benefit from strategies to support students with special needs better. Additional support is needed for staff to analyze data and progress monitor focal students during PLCs. Need additional PD opportunities in differentiated instruction and ELD. Additional PD is needed in trauma-informed practices and the MTSS process.

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
PD Logs certificated		Increase by 10%
PD logs for classified		Increase by 10%
Attendance/Participation in conferences/workshop logs	10-12 regular participants take advantage of outside/extended professional development.	Increase by 10%

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
3.1	District PD, School PD's, coaching cycles, PLC, RTI and CABE conferences, workshops	All students	20000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures teachers attending professisonal DEvelopment and PD's
3.2	Professional development on designated and integrated ELD will be provided as follows: • SDAIE (Specifically Designed Academic Instruction in English) training. • Training on integrated ELD in ELA, Science, Math, Social Studies • GRR (Gradual Release of Responsibility) • Ongoing formative assessments will drive flexible grouping structure • Academic Coach and MTSS train and support teachers in the implementation of the state standards. • Administrators regularly monitor and give feedback regarding state standard implementation. • Benchmarks ELD curriculum training and implementation.	All students: English Language Learners	20,000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries PD's, workshops and other training for certificated staff, leadership meetings, 3000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures SDAIE, GLAD and other support services for staff 7000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Additional collaboration and professional development time for all teachers during the 202-2023 school year.
3.3	Professional development on designated and integrated ELD will be provided as follows: SDAIE (specifically Designated GLAD strategies (Guided Language Acquisition Design Academic coach and MTSS train and support teachers in the implementation of the state standards,Benchmark ELD curriculum training and implementation, Thinking Maps PD	ELD	3000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries training and planning 12000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for teachers (professional development & goal setting mtgs, coaching cycles

3.4	6 week coaching cycles and PLC collaboration meetings with academic coach/ MTSS/ Admin and grade level	All students	10000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Planning and collaboration time for SEI and DI teachers 4472 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Planning and collaboration time for SEI and DI teachers
3.5	Gen Ed and SPED teachers will plan collaboratively to support special education students learning in the general education setting.	SPED students	2000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries SPED staff planning and collaboration time
3.6	additonal classified support	all students: EL's students	3500 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries extra hours for support

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.

Analysis

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

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

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.

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.

Enhance Belonging and Strengthen Home, School, and Community Partnerships

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Enhance Belonging and Strengthen Home, School, and Community Partnerships

We will work together as school, families, and community partners in meaningfully and culturally appropriate ways, to ensure equitable activities across all schools to nurture the whole child in their learning experience.

We are committed to the education of our students and the development of families in our community. We understand the need to work together as a community, to understand, know, and raise our children. The actions and services outlined in this goal specifically aim to address partnerships with families and other entities in our community. They are designed to target and work with families to increase parent and family involvement by 10% as we work together to meet individual student needs, including foster youth, English Learners, and students currently experiencing homelessness.

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.

The parent response on the parent survey is low and indicates that we need to:

1.Increase parent participation on the survey
2. Increase the degree to which families become involved with and interact with their child's school
3. Increase learning behaviors - Families's perception of their child's learning-related behaviors
4. Improvement is needed to increase family participation in decision-making.
5. Improvement is needed to equip families with tools for volunteering and helping out in school activities.
6. Improvement is needed to gather family feedback after all 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
Parent Survey response rate		
Parent Survey - How often do you meet in person with teachers at your child's school?		

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
4.1	Invite family feedback after events	All Students	
4.2	Natividad will schedule activities and events to develop parents' skills as partners in education. Example: Coffee conversations, parent workshops, conferences and/or training, etc. Prepare and train parents to have or gain leadership skills and roles in our school community. A needs assessment will be conducted in the middle of the school year.	All Students	500 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries provide parental support /translate 2000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries provide parental support /translate
4.3	Provide families with educational nights such as student literacy and math nights, Motivational presentations, community resource day, and school events.	All students	500 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Child care 500 Title I Part A: Parent Involvement 4000-4999: Books And Supplies materials and supplies
4.4	Parent communication will be ongoing throughout the year by using different methods such as automated phone systems, student agendas, parent square, marquee, newsletters, and site website.	All students	500 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries provide parental support and set meeting 4000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries maintain and update the school website
4.5	Parents will be encouraged, motivated, and supported in joining and holding leadership roles in different school committees such PTO, ELAC, SSC, PBIS, and other subcommittees.	All students	514 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures

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.

Analysis

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

Successes:
Calendared all parent events at the beginning of the school year.
Increased parent participation - strategically finding the best time for parents to participate - from 20 - 40 parents who now attend.
Created an after school English class for parents - total of 31 parents who attend
Parents are more involved in school activities.

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

Challenges:
Number of parents who want to commit to a parent advisory group

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.

Goal will continue and remain the same.

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	$118300
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$313,772.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

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 Part A: Allocation	$115,786.00
Title I Part A: Parent Involvement	$2,514.00

Subtotal of additional federal funds included for this school: $118,300.00

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 ($)
LCFF-Concentration/Supplemental	$195,472.00

Subtotal of state or local funds included for this school: $195,472.00

Total of federal, state, and/or local funds for this school: $313,772.00

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
Title I Part A: Allocation	115,786	0.00
Title I Part A: Parent Involvement	2,514	0.00
LCFF-Concentration/Supplemental	195,472	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Concentration/Supplemental	195,472.00
Title I Part A: Allocation	115,786.00
Title I Part A: Parent Involvement	2,514.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	132,972.00
2000-2999: Classified Personnel Salaries	10,000.00
4000-4999: Books And Supplies	132,286.00
5000-5999: Services And Other Operating Expenditures	15,514.00
5800: Professional/Consulting Services And Operating Expenditures	23,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Concentration/Supplemental	66,472.00
2000-2999: Classified Personnel Salaries	LCFF-Concentration/Supplemental	8,500.00
4000-4999: Books And Supplies	LCFF-Concentration/Supplemental	82,500.00
5000-5999: Services And Other Operating Expenditures	LCFF-Concentration/Supplemental	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Concentration/Supplemental	23,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	66,500.00

4000-4999: Books And Supplies	Title I Part A: Allocation	49,286.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	514.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	169,286.00
Goal 2	51,000.00
Goal 3	84,972.00
Goal 4	8,514.00

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

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Susano Marquez	Principal
Veronica Avalos	Classroom Teacher
Norberto Fernandez	Classroom Teacher
Juana Bravo	Classroom Teacher
Maribel Ahumada	Other School Staff
Karla Quintero	Parent or Community Member
Estela Campos	Parent or Community Member
Alma Cervantes	Parent or Community Member
Suly Vasquez	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

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 5/16/23.

Attested:



Principal, Susano Marquez on 5/28/24



SSC Chairperson, karla Quintero on 5/28/24