



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Natoma Station Elementary School	34673306112916	May 15, 2024	August 15, 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 School Site 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 Natoma Station 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
- Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.

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.

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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 Natoma Station 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

Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.

The purpose of this plan is to align our site goals to the Local Control and Accountability Plan (LCAP) goals of Folsom Cordova Unified School District (FCUSD). The focus on school-wide coherence, teamwork, student engagement, student achievement, Social Emotional Learning (SEL), and Professional Learning Communities (PLC) practices is how we will meet the Every Student Succeeds Act (ESSA) requirements. Evidence based interventions including, identifying essential standards, providing a Multi-Tiered System of Supports (MTSS), and using common assessments to flexibly group students for targeted instruction based on need, will be core components of the School Plan for Student Achievement (SPSA).

School Vision and Mission

NATOMA STATION ELEMENTARY SCHOOL'S SHARED VISION STATEMENT

Natoma Station Elementary School is committed to creating an inclusive, student-centered community where students are empowered to perform at their personal best.

NATOMA STATION ELEMENTARY SCHOOL MISSION STATEMENT

Our shared mission is to, "Educate and empower all students in a productive, respectful, and inclusive manner to instill a sense of empathy, perseverance, and purpose in contributing to our community." As a collective staff, we commit to setting high expectations for all students and to working collaboratively to support their growth in academic and social emotional competencies. A focus on building relationships amongst staff, students, and families to promote lifelong self-efficacy through an emphasis on culturally responsive practices, restorative practices, and maximizing student engagement will help build a school where students and staff grow and learn together.

Natoma Station Elementary School embraces the Folsom Cordova Unified District (FCUSD) vision statement which states:

VISION STATEMENT

Empowering all students to thrive through educational excellence.

MISSION STATEMENT

FCUSD is committed to providing excellence in educational programs that carry high expectations for each student's success. In collaboration with our community, the mission of FCUSD is to ensure all students demonstrate high levels of learning through our commitment to continuous cycles of improvement, transformative social emotional learning, and engaging, culturally responsive instruction.

School & Community Profile

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 20,089 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool through Adult.

There are twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an Adult Education school.

Nestled in the Natoma Station neighborhood in Folsom, the homes of the Natoma Station community surround the campus. Natoma Station has been recognized by the California State Department of Education as a California Distinguished School. In May 2001, the U.S. Department of Education named Natoma Station Elementary School a 2000-2001 National Blue Ribbon School. While it has been many years since Natoma Station Elementary School was awarded these titles, our staff has not deviated from a vision that continues to strive for excellence in school leadership, teaching practices, student learning outcomes, and parental and community involvement. During the first month of the 2021 school year, 524 students were enrolled in grades preschool through fifth with a 19.8% poverty rate, a population of 11% identified English Learner (EL) students, and a 1% homeless rate. Natoma Station Elementary School has approximately 35 students enrolled in our special education self-contained programs which provide additional support for our students with disabilities. The school reflects a culture of learning and a strong home-school connection. Natoma Station Elementary School operates on a traditional schedule that begins in August and provides three trimesters of instruction for our students. The staff is made up of educators who hold California Teaching Credentials and paraprofessionals who support our students and staff.

Natoma Station Elementary School has a spacious and beautifully manicured campus with a highlight being an inviting and magnificent school garden. It is a true neighborhood school, with a majority of students living within walking distance. The primary goal of Natoma Station Elementary School is to provide high-quality, standards-based education and to support the social-emotional development of all students. Natoma Station Elementary School is committed to inspiring students to achieve the highest standards of intellectual and personal development through an engaging and comprehensive program. Within a caring, engaging, and culturally responsive environment, the school is committed to instilling in each student a desire to learn, to take appropriate risks, and to accept challenges. The school community is committed to developing students who are resilient and adaptable, equipped with the knowledge, skills, and disposition to continue their education and become responsible, successful adults. The staff at Natoma Station Elementary School successfully provides a caring atmosphere where students can learn from outstanding professionals who are well-trained and highly qualified educators. We use a Professional Learning Communities (PLC) model to continually build teacher efficacy and improve learner outcomes for all students. We are continually building teacher leadership and capacity by creating a teacher-led guiding coalition that supports our efforts to reflect upon and improve our practice.

Natoma Station Elementary School boasts a robust Positive Behavioral Intervention and Supports (PBIS) system including several programs that contribute to our positive school culture and climate. We teach the Second Step curriculum to all students in grades K-5 to develop their social-emotional skills and our teachers and staff use mindfulness activities to support students with self-regulation. Building and maintaining strong relationships with our students is at the forefront of all that we do and creating classroom and schoolwide agreements that incorporate our three school-wide behavior standards (Solve Problems, Make Good Decisions, and Show Respect) creates a positive and safe learning environment for all of our students. Our Cheetah Champ incentive program and our Monthly Character Principal Prize Lunches consistently recognize students who make positive choices. We develop and support student leadership through our Student Council and include their voice and input as stakeholders in decisions affecting our school community. In addition, we are implementing Responsive Classroom strategies in every classroom to strengthen our students' sense of belonging and student engagement. Our new "Exploratory Space" will offer an alternative recess space and rest and reset areas are available to all students who need additional support with self-regulation. We take a restorative approach to discipline and provide additional supports and interventions, such as our Lunch Bunch program, to students who are in need of them.

Natoma Station students have opportunities to be involved in Student Leadership, Physical Education, Gifted and Talented Education (GATE), Music, and Special Education. In a "normal" school year, students can participate in after school activities such as Running Club, Green Team, art classes, Chess Club, Musical Theater, and other extra-curricular clubs.

Natoma Station Elementary families consistently and repeatedly express the desire to be partners in their children's education. Natoma Station Elementary School encourages a productive and responsive partnership between home and school. Our community partnerships encompass connections with local businesses, city government, and law enforcement agencies that add dimension, mentorship, and direction to our school. Our Parent Teacher Organization (PTO) is very active, providing many activities and events for the students and families of Natoma Station Elementary School. Our school invests time and resources to build and maintain strong connections with our families and community through School Site Council (SSC), English Learner Advisory Committee (ELAC), parent engagement activities like Family Literacy Night and STEAM Night, Coffee and Conversation with the Principal, as well as multiple volunteer opportunities. Our Blackboard Connect messages (voice, email, and text), Cheetah Bytes weekly online newsletter, school marquee, informational flyers, and Schoolwires web page keep families informed about schedules, events, and activities happening at school. Teachers communicate regularly with families to keep them informed of classroom

learning, student progress, and any special events and activities. Frequent communication, regular conferences, and parent involvement in the classroom all help to build a positive learning environment. We value and intentionally access the technology capital in our community. Intel Corporation helps to enhance our collective vision through volunteer incentives and technology direction. Each year, students are matched with Intel PC “pen” pals to develop student interaction with the business community.

Educational Partner Involvement

How, when, and with whom did Natoma Station 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

Natoma Station Elementary utilized a variety of outreach efforts for input and feedback on the development of the SPSA. Natoma Station Elementary School includes parent representatives along with district employees focused on outreach and communication. Specific School Site Council (SSC) meeting discussions will be held in August 2024, September 2024, October 2024, February 2025, and in the spring of 2025. The current SPSA was reviewed and additional feedback on data and goals was discussed. The process and timeline for stakeholder involvement were outlined. Student achievement data and relevant topics, including standards-based instruction and student progress, family engagement strategies, school culture, and student engagement were discussed at each meeting. At the August meeting, attendees reviewed the school's 2023-2024 goals and discussed how they related to FCUSD's LCAP priorities. Educational partner involvement around the revision of the prior academic school year goals occurred during the month of August. We reviewed and revised our goals for the 2023-2024 school year and staff and parent input was solicited. Ongoing meetings throughout the 2024-2025 school year will track and monitor the goals created for Natoma Station Elementary School. Other meetings that incorporate the goals of the SPSA include:

August 2 - Welcome Back Bash Family Engagement and Staff Professional Development

August 3 & 4 - Staff Professional Development

School Site Council and English Learner Advisory Committee Meetings on August 15, 2023, August 22, 2023, October 10, 2023, January 9, 2024, May 15, 2024.

Back to School Night - August 17, 2023

PC Pals Partnership with Intel Corporation - August 22

Minimum Days/Parent Teacher Conferences - November 13 - 17, February 23, 2024.

Family Literacy Night - November 30, 2023

Family STEAM Night - February 6, 2024

Family Cultural Night - March 6, 2024

Every Student by Name (ESBN) Meetings with Faculty - September, February

Coffee and Conversations with the Principal are held once each trimester.

Open House - April 25, 2024

Minimum Days/Professional Development - November 3, December 15, February 16, March 22, May 17, May 20-22

PTO General Meetings on the second Tuesday of each month for the months of August,

September, October, November, December, January, February, March, April, and May

Guiding Coalition Teacher Leadership Meetings are held Monthly - August, September, October, November, December, January, February, March, April, May

Weekly Staff Meetings and Common Planning Time (CPT) held every Thursday from 1:30 - 2:45 pm (staff meeting in week 1 and collaborative grade level team meetings in weeks 2-4)

Twice Monthly Grade Level Response to Intervention Meetings (RtI) beginning in September 2023

Student Council Meetings in October, November, December, January, February, March, April, May

Meetings planned for the 2024-25 school year:

August 6 - Welcome Back Bash Family Engagement and Staff Professional Development

August 5 & 6 - Staff Professional Development

School Site Council and English Learner Advisory Committee Meetings: August 22, 2024, September 26, 2024, October 24, 2024, February 6, May 15, 2025.

Back to School Night - August 15, 2024

PC Pals Partnership with Intel Corporation - August 22, 2024

Minimum Days/Parent Teacher Conferences - November 18 - 22

Family Literacy Night - December 4, 2024

Family STEAM Night - February 5, 2025

Family Cultural Night - January 24, 2025

Every Student by Name (ESBN) Meetings with Faculty - September, January
 Coffee and Conversations with the Principal are held once each trimester.
 Open House - May 1, 2025
 Minimum Days/Professional Development - October 14, December 20, April 11, May 17, May 27-28
 PTO General Meetings on the second Tuesday of each month for the months of: August(20), September, October, November, December, January, February, March, April, and May
 Guiding Coalition Teacher Leadership Meetings are held Monthly - August, September, October, November, December, January, February, March, April, May
 Weekly Staff Meetings and Structured Teacher Collaboration Time in Professional Learning Teams are held every Thursday from 1:30 - 2:45 pm (staff meeting in week 1 and collaborative grade level team meetings in weeks 2-4)
 Twice Monthly Grade Level Response to Intervention Meetings (to support academic, social-emotional, and behavioral needs) Response To Intervention Meetings (RTI) beginning in September 2023
 Student Council Meetings in October, November, December, January, February, March, April, May

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.

Our school is eligible for ATSI for the subgroup of Students with Disabilities. With an increase in neurodiverse students needing additional support for successful inclusion in the least restrictive learning environment, we will be providing additional professional development for teachers and instructional assistants to ensure meaningful access to grade level standards for all students. We will also provide additional time for general education teachers to meet with teachers working in self-contained classrooms to increase coherence between special education and general education programs and allow optimum opportunities for inclusion.

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.

Chronic Absenteeism: Students with Disabilities, English Learners

To address chronic absenteeism in the subgroups of Students with Disabilities and English Learners, we will closely monitor attendance and contact families daily. Tracking and monitoring students who continue to be absent through the utilization of the Dashboard feature located in the menu on PowerSchool will be a priority. In addition, we will utilize the Assessment to Achievement (A2A) program to maintain records and communication with families of students who were chronically tardy/truant. Furthermore, we will continue our efforts to ensure student engagement - engaged students are eager to come to school ready to learn and interact with their teachers and friends. Working with our Attendance & Engagement Team as a subcommittee of our Positive Behavioral Intervention Support (PBIS) team will allow us to coordinate systematic outreach to our families.

Suspension Rate: English Learners, White

To address the needs of our English Learners and White subgroups related to suspension rates, we will offer targeted behavior interventions to improve outcomes for students with the greatest needs. In addition, we will implement other means of correction, including de-escalation techniques and alternatives to suspensions. We will partner closely with our district's Social Emotional Learning department, our mental health specialist, and our site's PBIS team to provide Professional Development and support for our staff to continue to build all educational partners' understanding of the importance of fostering positive relationships, using common language, establishing consistent behavior expectations, and implementing a restorative approach to discipline.

Performance in ELA for Students in Grades 3-5 : Socioeconomically Disadvantaged Students

To address the needs of the Socioeconomically Disadvantaged Students subgroup in the area of English Language Arts, we will focus on high-quality first instruction, a multi-tiered system of support to target student needs, and a robust implementation of PLCs, to support greater instructional coherence and ensure strong learner outcomes for all students. Culturally responsive teaching and being intentional when we plan targeted support will continue to be implemented.

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.

Chronic Absenteeism: Students with Disabilities, English Learners

To address chronic absenteeism in the subgroups of Students with Disabilities and English Learners, we will closely monitor attendance and contact families daily. Tracking and monitoring students who continue to be absent through the utilization of the Dashboard feature located in the menu on PowerSchool will be a priority. In addition, we will utilize the Assessment to Achievement (A2A) program to maintain records and communication with families of students who were chronically tardy/truant. Furthermore, we will continue our efforts to ensure student engagement - engaged students are eager to come to school ready to learn and interact with their teachers and friends. Working with our Attendance & Engagement Team as a subcommittee of our Positive Behavioral Intervention Support (PBIS) team will allow us to coordinate systematic outreach to our families.

Performance in ELA for Students in Grades 3-5 : Socioeconomically Disadvantaged Students

To address the needs of the Socioeconomically Disadvantaged Students subgroup in the area of English Language Arts, we will focus on high-quality first instruction, a multi-tiered system of support to target student needs, and a robust implementation of PLCs, to support greater instructional coherence and ensure strong learner outcomes for all students. Culturally responsive teaching and being intentional when we plan targeted support will continue to be implemented.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Natoma Station 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	0.21%	0%	%	1	0	
African American	1.91%	1.02%	1.15%	9	5	6
Asian	21.02%	19.02%	20.23%	99	93	106
Filipino	1.70%	1.23%	1.34%	8	6	7
Hispanic/Latino	17.62%	19.43%	19.08%	83	95	100
Pacific Islander	%	0%	%	0	0	
White	45.44%	45.4%	45.04%	214	222	236
Multiple/No Response	11.89%	13.91%	13.17%	56	68	69
Total Enrollment				471	489	524

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	74	89	88
Grade 1	75	83	97
Grade 2	97	74	95
Grade3	69	97	76
Grade 4	79	69	99
Grade 5	77	77	69
Total Enrollment	471	489	524

Conclusions based on this data:

1. Based on this data, Natoma Station Elementary School is experiencing steadily increasing enrollment.
2. With our school's population becoming increasingly more ethnically, linguistically, and culturally diverse, it is important to include culturally responsive teaching practices as we plan for staff professional development.
3. The school wide focus on cohesion, and an emphasis on "all means all" is necessary to ensure that within our diverse population, every student gets their particular needs met at Natoma Station Elementary.

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	58	60	81	11.1%	12.3%	15.5%
Fluent English Proficient (FEP)	57	46	48	10.5%	12.1%	9.2%
Reclassified Fluent English Proficient (RFEP)	10			13.7%	16%	

Conclusions based on this data:

1. We have seen consistency in the percentage of English Learners enrolled at Natoma Station Elementary School over the past four years, making up just over 11% of our student population last year. Need: We will continue to ensure that we are closely examining English Learner outcomes and provide staff professional development opportunities to continue to build understanding around integrated and designated English Language Development (ELD) support for our English Learner (EL) students.
2. This year more students were Reclassified Fluent English Proficient (RFEP) in comparison to the last two years. Providing targeted support to our English Learners may be one reason for improved learning outcomes for our English Learners. Providing ongoing staff development around best instructional practices to ensure access to grade level content of our English Learners is imperative to ensure that they have ample, ongoing support at Natoma Station Elementary.
3. The most common languages of our English Learners are as follows: Spanish, Tamil, Telugu, Russian, and Farsi.

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	89	65	99	0	64	98	0	64	98	0.0	98.5	99.0
Grade 4	77	77	69	0	77	67	0	77	67	0.0	100.0	97.1
Grade 5	82	74	75	0	74	74	0	74	74	0.0	100.0	98.7
All Grades	248	216	243	0	215	239	0	215	239	0.0	99.5	98.4

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		2461.	2457.		40.63	39.80		17.19	21.43		32.81	19.39		9.38	19.39
Grade 4		2532.	2507.		51.95	46.27		19.48	8.96		22.08	19.40		6.49	25.37
Grade 5		2554.	2549.		44.59	44.59		28.38	28.38		12.16	9.46		14.86	17.57
All Grades	N/A	N/A	N/A		46.05	43.10		21.86	20.08		21.86	16.32		10.23	20.50

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.

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		34.38	30.61		56.25	59.18		9.38	10.20
Grade 4		38.96	26.87		57.14	64.18		3.90	8.96
Grade 5		37.84	37.84		58.11	52.70		4.05	9.46
All Grades		37.21	31.80		57.21	58.58		5.58	9.62

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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		21.88	23.47		59.38	54.08		18.75	22.45
Grade 4		28.57	28.36		59.74	52.24		11.69	19.40
Grade 5		29.73	28.38		55.41	54.05		14.86	17.57
All Grades		26.98	26.36		58.14	53.56		14.88	20.08

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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		23.44	26.53		67.19	70.41		9.38	3.06
Grade 4		35.06	17.91		55.84	76.12		9.09	5.97
Grade 5		25.68	18.92		67.57	74.32		6.76	6.76
All Grades		28.37	21.76		63.26	73.22		8.37	5.02

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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		23.44	24.49		67.19	61.22		9.38	14.29
Grade 4		28.57	23.88		67.53	68.66		3.90	7.46
Grade 5		36.49	29.73		56.76	56.76		6.76	13.51
All Grades		29.77	25.94		63.72	61.92		6.51	12.13

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. CAASPP data suggests that we need to focus on the Listening and Writing strands. We will study the CAASPP blueprints to analyze how these strands are assessed and make sure our instruction and assessment aligns. In addition, we will use the CAASPP Interim Assessments in December and February as another assessment tool to monitor student learning progress.
2. To ensure use of multiple measures for data analysis, we will analyze student performance data from Renaissance, Benchmark Advance, SIPPS assessments, Phonological Awareness Screening Test (PAST), and Step Up to Writing on-demand assessments. Since COVID, we have observed a decrease in student achievement across the board. We need to continually analyze data to identify targeted areas of need and develop intervention plans via MTSS/RTI to address those needs. We are looking forward to reviewing the 2023-2024 data when it is released.
3. Staff will continue to receive professional learning opportunities that focus on learning how to develop and implement strategies that address schoolwide and grade level needs to elevate student achievement through a schoolwide focus on prioritizing essential standards, implementing robust PLCs, using our Guaranteed and Viable curriculum with fidelity, and student engagement. This upcoming year, we will continue to provide professional learning and teacher coaching opportunities in the areas of writing and foundational reading. In addition to grade level collaboration, we will engage in vertical collaboration across grades TK-5 to share instructional strategies and practices that produce strong learner outcomes.

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	89	65	99	0	64	99	0	64	99	0.0	98.5	100.0
Grade 4	77	77	69	0	76	68	0	76	68	0.0	98.7	98.6
Grade 5	82	74	75	0	74	74	0	74	74	0.0	100.0	98.7
All Grades	248	216	243	0	214	241	0	214	241	0.0	99.1	99.2

* 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		2471.	2481.		43.75	43.43		26.56	29.29		14.06	16.16		15.63	11.11
Grade 4		2543.	2512.		55.26	35.29		21.05	27.94		18.42	25.00		5.26	11.76
Grade 5		2542.	2538.		35.14	33.78		28.38	17.57		18.92	32.43		17.57	16.22
All Grades	N/A	N/A	N/A		44.86	38.17		25.23	25.31		17.29	23.65		12.62	12.86

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		50.00	47.47		32.81	39.39		17.19	13.13
Grade 4		60.53	44.12		34.21	44.12		5.26	11.76
Grade 5		37.84	39.19		48.65	44.59		13.51	16.22
All Grades		49.53	43.98		38.79	42.32		11.68	13.69

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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		39.06	41.41		46.88	47.47		14.06	11.11
Grade 4		46.05	30.88		43.42	52.94		10.53	16.18
Grade 5		29.73	27.03		55.41	55.41		14.86	17.57
All Grades		38.32	34.02		48.60	51.45		13.08	14.52

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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		45.31	49.49		43.75	41.41		10.94	9.09
Grade 4		43.42	36.76		44.74	54.41		11.84	8.82
Grade 5		20.27	27.03		59.46	58.11		20.27	14.86
All Grades		35.98	39.00		49.53	50.21		14.49	10.79

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. CAASPP data suggests that we need to focus on the Problem Solving and Modeling & Data Analysis and Concepts and Procedures strands. We will study the CAASPP blueprints to analyze how these strands are assessed and make sure our instruction and assessments align. In addition, we will use the CAASPP Interim Assessments in December and February as another assessment tool to monitor student learning progress and target areas of need in a timely manner.
2. To ensure the use of multiple measures for data analysis, we will analyze data from Renaissance, EnVision Math, and the Common Formative Assessments. Since COVID, we've observed a decrease in student achievement across the board. We need to continue to administer common formative assessments and analyze student outcomes in a timely manner to identify and respond to areas of need. In addition to grade level collaboration, we will engage in vertical collaboration across grades 3-5 to share instructional strategies and practices that produce strong learner outcomes. We are looking forward to reviewing the 2023-2024 data when it is released.

3. Staff will continue to receive professional learning opportunities that focus on learning how to develop and implement strategies that address schoolwide and grade level needs to elevate student achievement through a schoolwide focus on student engagement, prioritizing the math essential standards, and using data from Common Formative Assessments (CFAs) to respond to the needs of all students. We will have a special focus on the implementation of the new Math Framework and the strategies therein. In addition, we will implement strategies from Building Thinking Classrooms to increase student engagement and provide additional opportunities for students to build understanding in a supportive environment.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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	1467.3	1443.0	1416.9	1458.2	1434.6	1409.1	1488.1	1462.1	1435.3	12	19	12
1	*	1460.9	1485.8	*	1450.0	1487.8	*	1471.4	1483.2	7	17	13
2	*	1452.3	1492.4	*	1439.0	1486.6	*	1464.9	1497.5	5	12	11
3	*	*	*	*	*	*	*	*	*	7	4	8
4	*	*	*	*	*	*	*	*	*	6	4	6
5	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										39	59	55

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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	33.33	21.05	16.67	33.33	47.37	8.33	33.33	15.79	58.33	0.00	15.79	16.67	12	19	12
1	*	11.76	30.77	*	47.06	53.85	*	29.41	15.38	*	11.76	0.00	*	17	13
2	*	8.33	9.09	*	58.33	63.64	*	8.33	27.27	*	25.00	0.00	*	12	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.58	13.56	29.09	39.47	52.54	36.36	23.68	18.64	23.64	5.26	15.25	10.91	38	59	55

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	33.33	21.05	8.33	33.33	42.11	16.67	25.00	15.79	50.00	8.33	21.05	25.00	12	19	12
1	*	5.88	46.15	*	35.29	38.46	*	52.94	7.69	*	5.88	7.69	*	17	13
2	*	25.00	27.27	*	41.67	45.45	*	8.33	18.18	*	25.00	9.09	*	12	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.11	22.03	41.82	39.47	38.98	25.45	10.53	23.73	16.36	7.89	15.25	16.36	38	59	55

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	33.33	15.79	16.67	41.67	57.89	8.33	25.00	15.79	66.67	0.00	10.53	8.33	12	19	12
1	*	17.65	0.00	*	29.41	76.92	*	35.29	23.08	*	17.65	0.00	*	17	13
2	*	0.00	0.00	*	50.00	72.73	*	25.00	18.18	*	25.00	9.09	*	12	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.68	10.17	9.09	36.84	45.76	45.45	36.84	30.51	36.36	2.63	13.56	9.09	38	59	55

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	41.67	42.11	8.33	50.00	47.37	75.00	8.33	10.53	16.67	12	19	12
1	*	23.53	76.92	*	70.59	23.08	*	5.88	0.00	*	17	13
2	*	25.00	27.27	*	58.33	63.64	*	16.67	9.09	*	12	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.74	32.20	38.18	47.37	59.32	50.91	7.89	8.47	10.91	38	59	55

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	25.00	10.53	8.33	58.33	63.16	50.00	16.67	26.32	41.67	12	19	12
1	*	0.00	38.46	*	82.35	53.85	*	17.65	7.69	*	17	13
2	*	25.00	54.55	*	50.00	45.45	*	25.00	0.00	*	12	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.65	20.34	45.45	43.24	59.32	36.36	8.11	20.34	18.18	37	59	55

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	25.00	21.05	16.67	66.67	73.68	75.00	8.33	5.26	8.33	12	19	12
1	*	23.53	30.77	*	58.82	69.23	*	17.65	0.00	*	17	13
2	*	0.00	9.09	*	66.67	81.82	*	33.33	9.09	*	12	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.68	13.56	20.00	57.89	69.49	69.09	18.42	16.95	10.91	38	59	55

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	75.00	68.42	50.00	25.00	26.32	41.67	0.00	5.26	8.33	12	19	12
1	*	23.53	30.77	*	58.82	69.23	*	17.65	0.00	*	17	13
2	*	16.67	18.18	*	58.33	81.82	*	25.00	0.00	*	12	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.22	35.59	27.27	52.78	52.54	65.45	0.00	11.86	7.27	36	59	55

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. Although 57.5 percent of our English Learners are making progress in their acquisition of English Language skills, we observed that in the domains of Reading and Writing, a small percentage of students performed at the "Well Developed" performance level (Reading 20% and Writing 27%).
2. We observed an increase (13.1%) in students performing at Level 4 in the 2022-2023 school year compared to the prior year. Thirty percent (18 students) were eligible for reclassification this year.
3. There is an ongoing need for Bilingual Instructional Aid (BIA) support and Professional Development (PD) in designated and integrated English Language Development (ELD).

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
489	15.1	12.3	0.6
Total Number of Students enrolled in Natoma Station 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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	12.3
Foster Youth	3	0.6
Homeless	8	1.6
Socioeconomically Disadvantaged	74	15.1
Students with Disabilities	46	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1
Asian	93	19
Filipino	6	1.2
Hispanic	95	19.4
Two or More Races	68	13.9
White	222	45.4

Conclusions based on this data:

1. The students of Natoma Station are disproportionately white (45.4%) with Asian and Hispanic students representing the next two largest groups at 21% and 17.6%, respectively.

2. The percentages of EL (11%) and homeless (1.1%) students have not changed significantly over the past 2 years; while the percentages of socioeconomically disadvantaged students (19.8%) and students with disabilities (14.8%) have increased. We need to consider these populations when planning instructional, social emotional, and behavioral programs.
3. We need to continue to develop a more intentional focus on supporting our historically marginalized and vulnerable student populations and ensure that all staff are aware that students and families have different levels of access, as well as varying academic and social emotional needs. Need: Provide professional development on culturally responsive practices.

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.”



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. A focus on Socioeconomically Disadvantaged Student progress is necessary as seen through the subgroup data in English Learner Arts (ELA). In addition, we also need to focus on our students with special needs and their progress as seen through subgroup data in both ELA and Math.
2. Our suspension rate remains unchanged. It is important to continue to focus on student engagement through relationship-building, Social Emotional Learning (SEL), restorative practices, progressive discipline, targeted

interventions, and the integration of PBIS strategies campus-wide to improve school climate, school culture, and student engagement.

3. We need to continue our efforts on improving daily attendance rates and decreasing our chronic absenteeism rates. Responding in a timely way when students are absent by providing multiple levels of support to students and families will continue. We will continue to use incentives to target and support increased attendance. The 2023-2024 data looks promising with a 1% increase in daily attendance and a significant drop in chronic absenteeism from 11.72% to 7.9%.

School and Student Performance Data

Academic Performance English Language Arts

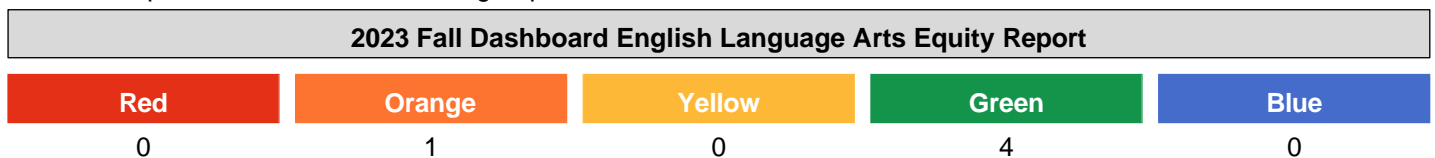
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."








This section provides number of student groups in each level.



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 Green 37.7 points above standard Decreased -13.9 points 232 Students	English Learners Green 23.5 points above standard Decreased Significantly -35.9 points 32 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Orange 6.2 points below standard Decreased Significantly -17.3 points 35 Students	Students with Disabilities 48.5 points below standard Decreased Significantly -27.7 points 23 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	 Green 50.7 points above standard Decreased Significantly - 41.1 points 48 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 19.4 points above standard Increased +3.7 points 40 Students	37.4 points above standard Maintained -0.3 points 28 Students	 No Performance Color 0 Students	 Green 39.6 points above standard Decreased -14.1 points 108 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
44 points below standard 16 Students	90.9 points above standard Decreased -5.3 points 16 Students	36.1 points above standard Decreased -12.8 points 186 Students

Conclusions based on this data:

- Although overall all students performed above standard, there was an overall decrease in performance outcomes in ELA for all students and every subgroup with the exception of Two or More Races.
- An increased focus on high-quality first instruction, a multi-tiered system of support to target student needs, a robust implementation of PLCs, and increased opportunities for inclusion for our students with special needs will support greater instructional coherence and strong learner outcomes for all students. Culturally responsive teaching and being intentional when we plan targeted support will continue to be implemented.
- A focus on the subgroup of students with disabilities will be necessary for the 2024-2025 academic school year. Although a performance level for this subgroup was not reported, 2022-2023 data shows 23 students performed 48.5 points below standard and their performance decreased significantly -27.7 points compared to the previous year. Our site will continue to focus on evidence-based practices when it comes to high-quality first instruction, RtI, and inclusion practices.

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."








This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	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
 Green 34.1 points above standard Decreased -3.3 points 230 Students	49.8 points above standard Decreased -6.9 points 32 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 2 Students	 Yellow 26 points below standard Increased +4.8 points 34 Students	35.6 points below standard Maintained -2.2 points 21 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	 Green 59.9 points above standard Decreased Significantly - 26.4 points 48 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.3 points above standard Decreased -5.8 points 39 Students	34.9 points above standard Decreased -3.3 points 28 Students	 No Performance Color 0 Students	 Green 33.3 points above standard Maintained -0.2 points 107 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
12.3 points above standard 16 Students	87.3 points above standard Increased +6.4 points 16 Students	28 points above standard Decreased -3.6 points 184 Students

Conclusions based on this data:

1. Based on these assessment results, we need to better support our subgroups of students with disabilities and our socioeconomically disadvantaged students. Intentional focus on supporting students both academically and social-emotionally will be necessary throughout the 2024-2025 school year. Natoma Station's Climate and Culture Leadership Team will work with the Instructional Leadership Team while focusing on these underperforming subgroups.
2. Our site will continue to focus on best practices when it comes to high-quality first instruction, RtI, and inclusion. Participating in FCUSD's Inclusion Pilot Project and partnering with Changing Perspectives for the 2024-2025 school year will grow educator capacity regarding best inclusive practices. Regular collaboration between general education teachers and special education teachers and support staff will be ongoing.
3. Meeting regularly in Professional Learning Teams (PLTs) during Common Planning Time and closely monitoring student performance to inform instruction will continue to support strong learning outcomes for all subgroups.

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	
57.5% making progress towards English language proficiency	
Number of EL Students: 40 Students	
Performance Level: 4	

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
4	12	0	23

Conclusions based on this data:

- English Learners continue to be an area of focus for Natoma Station Elementary School based on the above data. We will continue to offer Professional Development opportunities for all teachers related to integrated and designated English Language Development (ELD) instruction.
- We will continue to work with our Bilingual Instructional Assistant to develop her capacity to support English Learner (EL) students under the direction of the classroom teacher.
- We need to continue to engage with our English Language Advisory Committee (ELAC) in order to increase parent engagement and partnerships with Natoma Station.

School and Student Performance Data

Academic Performance College/Career Report

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.

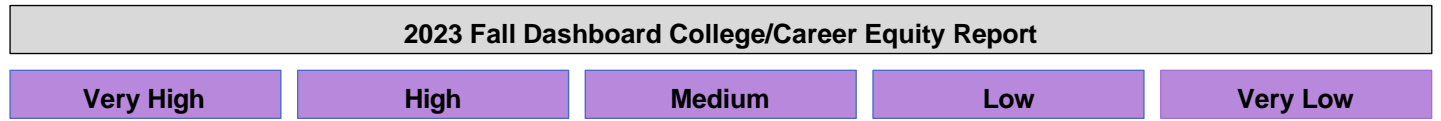
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

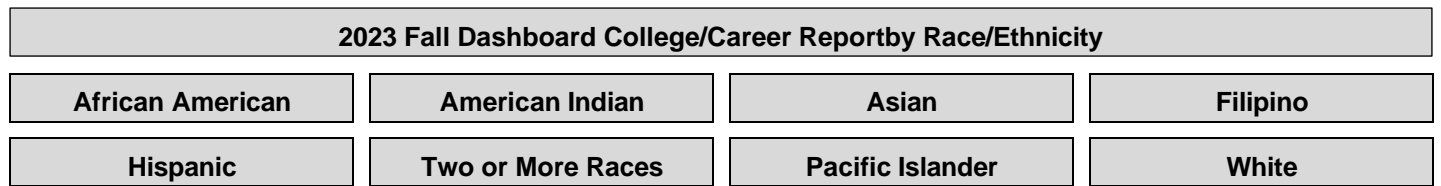
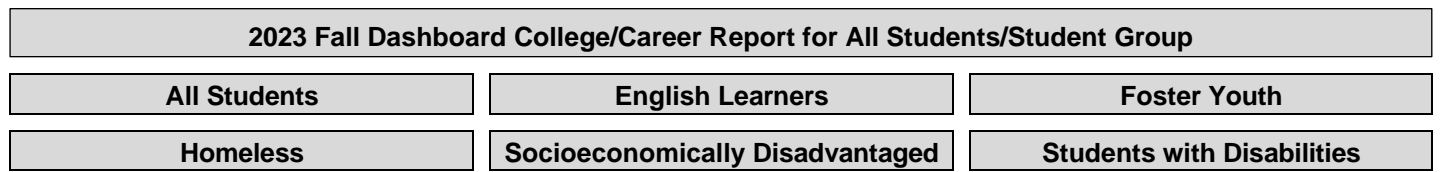
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



Conclusions based on this data:

1. We are an elementary school with a preschool - 5th grade population. This is not currently a measure that is tracked on the dashboard.

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."



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



9.3% Chronically Absent

Declined Significantly -7.1

517 Students

English Learners



13.4% Chronically Absent

Maintained 0.3

67 Students

Foster Youth

Less than 11 Students

3 Students

Homeless

Less than 11 Students

10 Students

Socioeconomically Disadvantaged



14% Chronically Absent

Declined -21.6

93 Students

Students with Disabilities









32.8% Chronically Absent

Increased 3.3

58 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	 No Performance Color 0 Students	 Green 7.1% Chronically Absent Declined -2.7 99 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.7% Chronically Absent Declined -4.6 102 Students	 Yellow 11.3% Chronically Absent Declined -14.6 71 Students	 No Performance Color 0 Students	 Green 6.9% Chronically Absent Declined Significantly -6.9 231 Students

Conclusions based on this data:

1. Natoma Station's overall daily attendance rate improved from 94.5% in 2022-2023 to 95.5% in 2023-2024. We will continue to focus our efforts on building up to a 97% attendance rate by providing a safe and engaging school environment in addition to providing additional supports to students and families who are chronically absent.
2. Continuing to work closely with front office staff to support attendance tracking and parent outreach is an important emphasis. Our goal this year is to improve our daily attendance rate by another 1% to 96.5%. Tracking and monitoring students who continue to be absent is a priority through the utilization of the Dashboard feature located in the menu on PowerSchool. Natoma Station will also continue to utilize the Assessment to Achievement (A2A) program to maintain records and communication with families of students who are chronically tardy/truant.
3. A focus on student engagement - engaged students are eager to come to school ready to learn and interact with their teachers and friends. We will utilize our Attendance & Engagement Team as a subcommittee of our Positive Behavioral Intervention Support (PBIS) team to coordinate systematic outreach to our families. We will use resources from the school district's attendance department and Attendance Works to build everyone's understanding of the importance that regular attendance has on student achievement.

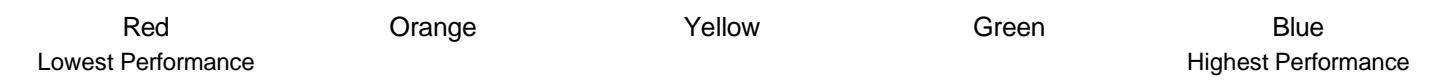
School and Student Performance Data

Academic Engagement Graduation 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.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. We are an elementary school with a preschool - 5th grade population. This is not a current measure that is tracked on our dashboard.

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."









This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	2	2

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
 Yellow 1.1% suspended at least one day Maintained 0.2 527 Students	 Orange 1.4% suspended at least one day Increased 1.4 71 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day Declined -6.7 11 Students	 Yellow 1.1% suspended at least one day Maintained 0 94 Students	 Green 1.7% suspended at least one day Declined -0.7 60 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 7 Students</p>	<p> No Performance Color 0 Students</p>	<p> Blue 0% suspended at least one day Maintained 0 106 Students</p>	<p>Less than 11 Students 7 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Green 1.9% suspended at least one day Declined -0.3 103 Students</p>	<p> Blue 0% suspended at least one day Maintained 0 72 Students</p>	<p> No Performance Color 0 Students</p>	<p> Orange 1.7% suspended at least one day Increased 0.4 232 Students</p>

Conclusions based on this data:

1. According to 2022-2023 data, our overall suspension rate was 1.1%, marginally increasing from 1% in 2021-2022. We had 8 suspensions among 6 students. Data from the 2023-2024 school year indicate that the overall suspension rate remained unchanged; we had 18 suspensions documented for 6 students. Targeted behavior interventions that were implemented during the 2023-2024 year helped improve outcomes for students with the greatest needs. We will continue our emphasis on overall school climate and culture, including student engagement, restorative practices, and systematically implementing targeted interventions such as behavior academies in the 2024-2025 school year.
2. Natoma Station will continue to look for disproportionality when looking at the suspension rate of students with special needs or students of color. We will continue to provide training to our Special Education teachers, general education teachers, instructional assistants, and yard supervisors to take a proactive and restorative approach when responding to challenging and unsafe behavior.
3. As a site, we will focus on Behavior Rtl and other means of correction, including de-escalation techniques and alternatives to suspensions. We will continue to work with our district's Social Emotional Learning department, our mental health specialist, and our site's PBIS team to provide Professional Development and support for our staff to continue to build all stakeholders' understanding of the importance of fostering positive relationships, using common language, establishing consistent behavior expectations, and implementing a restorative approach to discipline.

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.

Data Tracking and Assessment

Student progress and educational outcomes will be monitored for success using assessment results.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Student with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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.

There is a need for collaboration time and Professional Development related to generating common formative assessments tied to essential standards for use when grouping students with homogeneous academic needs and designing targeted instruction through Multi-Tiered Systems of Support (MTSS) rotations.

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
1.01 California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA)	1.01 Natoma Station Elementary School ELA Overall Proficient: 65%	1.01 Increase performance by 2%
1.01 CAASPP Math	1.01 Natoma Station Elementary School Math Overall Proficient: 66%	1.01 Increase performance by 2%
1.02 CAASPP Performance ELA and Math for Students with Disabilities	1.02 ELA Overall Proficient: 32%; Math Overall Proficient: 30%	1.02 Performance on CAASPP for Students with Disabilities will increase by 2%
1.02 English Language Proficiency Assessments for CA (ELPAC)	1.02 55% of students performed at Level 3 - Moderately Developed and 33% performed at Level 4 - Well Developed overall on the ELPAC. 18 students are eligible to be reclassified as Fluent English Proficient.	1.02 Improve performance on the ELPAC for students performing at Levels 3 and 4 overall by 2%; Increase reclassification rate by 2%
1.03 Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) Diagnostic Placement	1.03 Monitored by teacher	1.03 Students are expected to master phoneme awareness, phonics, sight words, and spelling through multi-syllabic words by the end of second

		grade. Monitored collaboratively as Professional Learning Teams (PLTs).
1.01 Focus on Informational Writing with collective teacher scoring for 3 learning cycles.	1.01 Administer on-demand writing prompts by grade level and collectively score pre and post student writing across grade levels. Measure growth across 3 15 Day Challenge cycles. Monitored by teacher.	1.01 Improve student performance in non-fiction writing by one level using a standards-based writing rubric across all grade levels.
1.01 Curriculum embedded assessments for ELA (Benchmark Advance) and Math (EnVision)	1.01 Monitored by teacher	1.01 Monitored collaboratively as Professional Learning Teams (PLTs). Students are expected to achieve mastery of essential standards in ELA and Math.
1.01 Renaissance Early Literacy Diagnostic	1.01 Natoma Station All Student Performance in Early Literacy Diagnostic (May 2024): 55% Proficient FCUSD Proficiency rate across all schools: 53.3% Proficient	1.01 Increase performance by 2%
1.01 Renaissance Reading Diagnostic	1.01 Natoma Station All Student Performance in Reading Diagnostic (May 2024): 69% Proficient FCUSD Proficiency rate across all schools: 53.7% Proficient.	1.01 Increase performance by 2%
1.01 Renaissance Math Diagnostic	1.01 Natoma Station All Student Performance in Math (May 2023): 62.5% Proficient (State Benchmark); 69.1%. 69.5% Student Growth Percentile	1.01 Increase performance by 2%

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	All teachers will collaborate three times each month in PLTs to analyze student assessments, and plan instruction to improve all learner outcomes. Weekly, teachers will collaborate with their grade level teams to monitor student progress and make instructional decisions to meet the needs of all students. With the support of curriculum specialist teachers, they will prioritize essential standards, define learning targets and success criteria, create common formative assessments, and design effective lessons based on best practices that have a large effect size (John Hattie).	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Implementation of PLCs to ensure high levels of learning for all students, including planning and monitoring targeted supports and interventions for students who need them. District Funded 3000-3999: Employee Benefits Teacher benefits
1.2	Teachers will meet for Every Student by Name (ESNB) meeting (2 times per year) to analyze multiple assessment measures and plan/refine	All Students and Additional Targeted Support and Improvement (ATSI)	Donations 1000-1999: Certificated Personnel Salaries

	instruction and intervention to improve all learner outcomes.	Subgroups - Students with Disabilities	<p>2.5 release days twice each year for Every Student by Name meetings. This practice allows teachers to talk about every student by name with members of our instructional leadership and support team (administrator, intervention teacher, special education teacher, school psychologist, and mental health specialist). We analyze each student's needs for support and put them into place. These discussions ensure curricular coherence across the grade levels to support the use of common formative and summative assessments and pull out and push in special education services. These discussions help develop collective teacher efficacy around high-quality first instruction, essential standards, common formative assessments, success criteria, and plans for intervention/enrichment. They also ensure that all students' social emotional and behavioral needs are acknowledged and addressed.</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Benefits for substitutes who provide release days.</p>
1.3	Response to Intervention (RtI) - Two monthly meetings are planned to discuss students who are experiencing challenges with classroom engagement, mastering grade-level academic skills, and developing social-emotional competencies, and/or behavior needs. Multiple performance student measures are examined, and a team of educators recommends actionable strategies and interventions to improve learner outcomes. The team meets in six-week cycles where student progress is monitored at the completion of a cycle of intervention. Students who do not show improvement after two 6-week cycles are moved forward to a Student Support Team (SST) Meeting which includes parents.	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities	<p>District Funded 1000-1999: Certificated Personnel Salaries Teachers and support staff (RSP teacher, school psychologist, mental health specialist) will attend these twice monthly solution-oriented meetings before or after school to come up with action plans to support improved outcomes for students.</p> <p>District Funded 3000-3999: Employee Benefits Teacher benefits</p>

1.4	Structured Collaboration Time and Professional Development and Ongoing Coaching Support from District Lead Teacher	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities	<p>District Funded 1000-1999: Certificated Personnel Salaries Teachers will work in Professional Learning Teams and use common formative assessments to focus on essential English Language Arts (ELA) and Math standards to provide amplification or intervention targeted at each student's level of need in order to optimize academic progress. Ongoing monitoring of students' progress of standards mastery based on common formative assessments. District lead teacher will provide professional development and ongoing coaching support.</p> <p>District Funded 3000-3999: Employee Benefits Teacher benefits</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Lead teachers provide Professional Development in high quality first instruction</p> <p>District Funded 3000-3999: Employee Benefits Lead teacher benefits</p>
1.5	Intervention Teacher	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities	<p>25399 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher will work with grade level teams to provide high quality first instruction and tier 2 and 3 interventions for all students, including ATSI subgroups - Students with Disabilities 5606 Learning Recovery 3000-3999: Employee Benefits Teacher benefits</p>
1.6	Ensure ongoing collaboration during Structured Collaboration Time and additional release time as needed between special education teachers, support providers, and general education staff in order to better serve the needs of our students with	Students with Disabilities	<p>District Funded 1000-1999: Certificated Personnel Salaries Teacher salaries</p>

	an Individual Education Program (IEPs) and ensure that all students have access to high-quality grade level instruction and grade level content.		<p>District Funded 3000-3999: Employee Benefits Teacher benefits</p> <p>Donations 1000-1999: Certificated Personnel Salaries If additional collaboration time between general education teachers and special education teachers is needed, we will provide release time during the school day for a maximum of up to 5 days.</p> <p>Donations 3000-3999: Employee Benefits If additional collaboration time between general education teachers and special education teachers is needed, we will provide release time during the school day for a maximum of up to 5 days.</p>
1.7	Continue to monitor progress of all English Learners and provide professional development for teachers in integrated and designated English Language Development.	English Learners	<p>District Funded 1000-1999: Certificated Personnel Salaries Lead teachers provide Professional Development in ELD strategies.</p> <p>District Funded 3000-3999: Employee Benefits Lead teacher benefits</p>
1.8	Bilingual Instructional Assistant	English Learners and Emerging Bilinguals	<p>4865 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant to support student needs in the classroom. 1890 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits</p>
1.9	General Education Paraeducator Support	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities	<p>9680 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils access grade level standards and reach grade level proficiency.</p>

			3663 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Teachers are provided with the opportunity to attend numerous Professional Development workshops and implement evidence-based instructional practices, with a focus on highly effective collaborative practices and social-emotional learning. Supplemental curriculum and resources are implemented to support our students, including material such as Lexia English to support our English Learners, Steps to Advance materials, and reading and math manipulatives to support students with disabilities. Teachers meet weekly in Professional Learning Teams to analyze student assessment data, prioritize instruction for essential standards, and measure student learning using common formative assessments. Our Beginning Teacher Support and Assessment (BTSA) program and experienced site mentor teachers support our new teachers. Our district lead teacher and intervention teacher provide professional development and ongoing coaching to all staff. With BIA support and implementation of designated and integrated ELD, we are consistently able to reclassify a high percentage of our emerging bilinguals as proficient. Our intervention teacher and general education paraeducators work with our unduplicated pupils in small groups and individually to help them access grade level standards and reach grade level proficiency. Our participation in FCUSD's Pilot Inclusion Program allows us to partner with Changing Perspectives, to provide guidance and feedback regarding evidence-based inclusion practices that align with our school's vision and goals.

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

There are no differences in meeting the goal for students to "have access to a curriculum that promotes college and career readiness" and the strategies and activities that help teachers and staff meet this expectation.

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.

No foreseeable changes are anticipated. We will continue to invest in building the capacity of all our teachers and offer supplemental resources and targeted support to ensure access to grade level curriculum for all students.

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.

LCAP Goal 2: Family and Student Engagement

At Natoma Station Elementary School we will continue to increase parent and student engagement and provide a safe, healthy, and positive learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

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.

Increase parent, family, and community partnerships to improve student attendance, engagement, and coherence of school and home life.

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
2.01 Daily Attendance Rates (August 2022 - May 2023)	2.01 Daily Attendance Rate (August 2023 - May 2024) Overall: 95.5%. Chronic Absenteeism: 7.9% (August 2023 - May 2025)	Improve school-wide attendance by 1% to 96.5%. Decrease chronic absenteeism by 1%.
2.03 Suspension and expulsion	2.03 Natoma Station: 18 Suspensions in 2023-2024 (6 students)	Decrease all suspension incidents by 2%.
2.04 Volunteers and Parent Attendance	2.04 Increase parent volunteers by 5% with representation from all groups.	Parent and community volunteers will increase by 5%, with an emphasis on engaging parents of unduplicated students and special needs subgroups. Goal of 90% parent participation in family engagement events including Back to School Night, Family Literacy Night, and STEAM Night. Parent attendance at English Language Advisory Committee (ELAC) and School Site Council (SSC) meetings

		will meet or exceed the minimum requirement.
2.04 Student and Parent Surveys	2.04 California Healthy Kids Survey	Increase in student connectedness and parent satisfaction by 2%.
2.04 Family Engagement Events	2.04 We hosted 10 family engagement events in 2023-2024	Continue to offer a variety of family engagement events - 9 Total - 3 Per trimester. This year we added Family Cultural Night to our family engagement events and it was very well attended and engaged a larger percentage our parents of unduplicated students, including parents of English Learners. We plan to offer our Multicultural Family Night in the 2024-2025 school year.
2.04 Print and digital communication	2.04 Weekly information and multi-mode outreach through Blackboard and Smore online newsletter platform (District and Natoma Station).	Maintain digital and print communications and engagement, weekly.
2.04 Community Partnerships	2.04 Partnerships with Intel Corporation and Folsom Garden Club	Maintain or increase the number of Intel volunteers supporting our PC Pals Program to 20 or more; Maintain our partnership with the Folsom Garden Club and engage them in continuing to fund our school garden.

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	Create an engaging and safe learning environment to encourage students to want to be in school. Closely monitor attendance rates by running monthly reports and proactively reach out to provide additional support to families using a variety of communication methods including phone calls home and home visits. Share research with families about the importance of attendance on student learning outcomes and offer targeted support to families who need it. Communicate with families at the Welcome Back Bash, Back to School Night, and in the weekly online newsletter about the importance of attendance. Target our chronically absent students and offer an incentive for reaching the goal of 96.5% daily attendance rate and decrease our chronically absent rate by 2%.	All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	5350 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Office clerk closely monitors daily attendance and reaches out to families by phone daily. 1979 LCFF - Supplemental 3000-3999: Employee Benefits Clerk benefits Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Purchase incentives (prizes) for students needing additional support (tier 2 and 3). District Funded

			<p>1000-1999: Certificated Personnel Salaries Mental health specialist facilitates behavior academies providing Tier 2 behavior support.</p> <p>District Funded 3000-3999: Employee Benefits Mental health specialist benefits.</p>
2.2	<p>Integrate Social Emotional Learning (SEL) support through a variety of strategies including, but not limited to implementing Responsive Classroom strategies, including Morning Meetings; Teaching the Second Step curriculum to all students; offering positive incentives such as Cheetah Champs and Lunch with the Principal; ensure that students have a voice in creating classroom norms and agreements; ensure clear classroom and school-wide language, expectations, and routines; implement the use of restorative practices to address discipline issues; implement a progressive discipline approach and be transparent with students and families about the process; provide interventions including rest and reset zones and alternative recess to students who need additional support. Our mental health specialist will support teachers by using the "banking time" approach to allow teachers to spend additional time forging positive relationships with students needing additional social-emotional and/or behavioral</p>	<p>All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.</p>	<p>600 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>Purchase prizes for Cheetah Champ rewards, Food and Prizes for Principal Prize Lunch</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Mental Health Specialist will provide professional development for staff and will release teachers to allow them to "bank time" with students who need additional support.</p> <p>District Funded 3000-3999: Employee Benefits Mental Health Specialist benefits</p> <p>Donations 5000-5999: Services And Other Operating Expenditures PLC Facilitator and Mental Health Specialist will attend the PBIS conference in October, 2024.</p> <p>Donations 1000-1999: Certificated Personnel Salaries PLC Facilitator (teacher) will be released for 2 days to attend the PBIS conference in October, 2024.</p> <p>Donations 3000-3999: Employee Benefits Teacher benefits for 2 release days</p>

2.3	Provide staff and student training and parent outreach opportunities in the implementation of our behavior standards and restorative practices approach to supporting students. Replenish outdoor play equipment.	All students.	<p>800 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Replenish outdoor play equipment (playground balls, jump ropes, frisbees, chalk, etc.)</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Responsive Classroom and PBIS training using site staff - Trainer of Trainers (TOT) model (Climate and Culture Facilitators)</p> <p>District Funded 3000-3999: Employee Benefits Climate and Culture Facilitator benefits 4864 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA provides interpreting services during parent engagement events. BIA also supports all students with language support to ensure access to academic and social learning. 1890 LCFF - Supplemental 3000-3999: Employee Benefits BIA Benefits</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Extra Hourly for Climate and Culture Facilitators to provide training for staff, students, and families</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Teacher Benefits 300 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p>
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			4000-4999: Books And Supplies Refreshments for Coffee and Conversation with the Principal parent outreach.
2.5	Support collaboration between Behavior Support Providers and special education staff to provide support to students with disabilities.	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time for teachers to collaborate with support providers. LCFF - Supplemental 3000-3999: Employee Benefits Substitute teacher benefits
2.6	Students with social emotional learning (SEL) needs will be identified to receive additional support from school site, district staff, and behavior specialists. All students will have access to a rest and reset area that will be set up in the interior pod shared spaces or in individual classrooms that do not have access to a shared space.	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Mental health specialist will support teachers by facilitating SEL lessons to all students. District Funded 3000-3999: Employee Benefits Mental health specialist benefits 500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Materials and resources to replenish materials in existing rest and reset space to support SEL needs for all students.
2.7	Our Parent Coordinator will provide parent outreach by communicating regularly with all parents and holding office hours and volunteer training workshops. Parent coordinator will partner with our PTO to support parent engagement workshops and community building events.	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities	4184 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator will increase family engagement, solicit stakeholder input in decision-making, engage in reciprocal communication with families and facilitate parent/guardian volunteer recruitment and training. 1500 LCFF - Supplemental 3000-3999: Employee Benefits Parent coordinator benefits

2.8	School staff will partner with PTO to offer family engagement nights (Welcome Back Bash, Family Literacy Night, STEAM Night, Coffee with the Principal, Musical Performance, Harvest Festival, Family Cultural Night, etc. - approximately 9 events).	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities	800 Donations 4000-4999: Books And Supplies Purchase supplies needed for family engagement and parent outreach events. 500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures Partner with Sierra Journeys to host Family STEAM Night. 1000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Purchase food for Pancake Breakfast 300 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Purchase refreshments and snacks for Back to School Bash and Coffee with the Principal, Family Cultural Night events 1000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Purchase rights to student musical production and costumes, copies of scripts, etc. 300 Donations 4000-4999: Books And Supplies Purchase supplies and materials, books to raffle for Family Literacy Night. Purchase supplies for Family Cultural Night.
2.9	Guiding Coalition	All Students and Additional Targeted Support and Improvement (ATSI)	1,000 Donations 1000-1999: Certificated Personnel Salaries

		Subgroups - Students with Disabilities.	Certificated Extra Hourly so that teacher leaders for Guiding Coalition leadership team meetings related to instruction, SEL, and PBIS implementation in order to promote academic achievement, social emotional learning and positive behavior supports.
2.10	Supplemental Materials - Zones of Regulation Curriculum Guide and resources to help with communication between peers	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Zones of Regulation Curriculum Guide and resources to help with communication between peers
2.11	Communicate regularly with parents using a variety of communication methods including Friday Folders, Blackboard Connect, School Wires, social media and weekly online Cheetah Bytes Newsletter (Smore).	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	600 Donations 4000-4999: Books And Supplies Friday Folders Donations 5900: Communications Cost to purchase Smore
2.12	Measure student behavior incidents and respond to student needs by ensuring Tier 1 supports are in place for all students. Design Tier 2 and Tier 3 interventions and supports for students who demonstrate a need for additional supports.	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	500 Donations 4000-4999: Books And Supplies Purchase site license for SWIS (Schoolwide Information System) a web-based data entry and decision-making tool for school climate and behavior supports.
2.13	Hold monthly PBIS meetings with various staff and parent partners.	PBIS Monthly Planning and Data Analysis Meetings	700 Donations 2000-2999: Classified Personnel Salaries Extra Hourly classified staff - parent coordinator, yard supervisor, instructional assistant to participate in monthly meetings.
2.14	Book vending machine	All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	2500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies PTO will purchase books for the vending machine.

2.15	Intervention Teacher	All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	25399 Learning Recovery 1000-1999: Certificated Personnel Salaries The intervention teacher will work with grade level teams to provide high quality instruction and tier 2 and 3 interventions for all students including ATSI subgroup - Students with Disabilities. The intervention teacher will attend all Rtl and Student Success Team (SST) meetings - for students with additional behavior and/or academic needs. 5605 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
2.16	Health Assistant	All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	2608 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant works in partnership with our staff, families and students to increase student health, wellness, and engagement. 968 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant benefits
2.17	Monthly Character Traits and Competencies	All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	200 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Our school has monthly character trait and competency focus areas. Our PTO funds a monthly book that aligns with the monthly trait. 400 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Our PTO funds prizes and refreshments for our monthly Principal's Prize Lunch that aligns with the monthly character trait.

2.18	Assemblies	All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	1400 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures As part of our PBIS, school culture, and student engagement initiatives, Natoma Station holds assemblies 2-3 times each year
2.19	Inclusion	All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	4000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures A Touch of Understanding hosts hands-on workshops for students in grades 3 (and for 2023-2024 grade 5) to build a shared culture of understanding and empathy between neurodiverse students and neurotypical students.
2.21	Inclusion	All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	200 District Funded 5000-5999: Services And Other Operating Expenditures Partnership with Changing Perspectives to build knowledge and understanding of inclusion for all staff and implement best practices for meaningful inclusion.

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.

We will employ several strategies to meet the goal of, "increasing parent and student engagement and providing a safe, healthy, and positive learning environment with an intentional focus on historically marginalized and the most vulnerable student populations." We will continue to host family engagement workshops and community-building events to foster positive relationships with staff and families and get stakeholder input and feedback. Led by our School Climate and Culture Leadership Team, we will continue to implement Positive Behavior Interventions and Supports (PBIS), by providing access to rest and reset spaces for all students and providing recess equipment. Our school mental health specialist will provide additional support and interventions for students and staff by facilitating behavior academies and offering banking time that will allow teachers to strengthen their relationship with our harder to reach students. Our Parent Coordinator and our PC Pals Coordinator will help to connect our school and families with our broader

community. We will continue to monitor student behavior incidents using SWIS and respond to additional needs with targeted interventions and supports.

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

There are no differences between the goal and strategies to meet the 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.

There are no anticipated changes that will be made to this goal.

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.

LCAP Goal 3: Professional Learning and Support High Quality Instruction

Natoma Station Elementary School provides staff with opportunities for professional learning to optimize classroom instruction and practices, as well as ensure access to a broad course of study.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.02 - Provide professional development opportunities in quality first instruction.

3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.

3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

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 need to integrate literacy and math skills within the content areas in ways that are interactive, highlight the shift towards 21st century learning.

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
3.02 Professional Development	3.1 Minimum of two days offered (Natoma Station also incorporates on-going PD in weekly staff meetings, minimum days, and Professional Development days). We will continue with our focus on a robust implementation of PLCs, Foundational Reading Best Practices training, in addition to training in inclusive and culturally responsive practices. This year we will provide PD on research-based informational writing practices and use collective teacher scoring of student work to build capacity for all teachers.	3.1 Provide the equivalent of two or more days of Professional Development to implement state standards including math, ELA, ELD and science.
3.03 English Learner Instructional Strategies	3.3 Provide integrated and designated English Language Development (ELD) professional development (district and site offerings).	3.3 Train all teachers and administrators in research based English Learners (EL) strategies and English Language Development (ELD).

3.2 Access to Grade Level Curriculum for all Students	3.2 Use of board adopted Guaranteed and Viable curriculum by all teachers. Ensure that all students are exposed to the grade-level curriculum by creating a schedule that allows for differentiation (amplification and intervention) during a common time for all students to enable all students to have access to high-quality, grade-level instruction.	3.2 All students will have access to high-quality, grade level instruction and content.
3.02 California Assessment of Student Performance and Progress (CAASPP) Scores	3.2 2023-2024 CAASPP Results for English Language Arts (ELA): Overall Proficient 65% with an increase of 2% from the 2022-23 CAASPP proficiency rate. 2022-2023 End of Year CAASPP Results for Math: Overall Proficient 66% with an increase in student performance of 3% from 2022-2023 CAASPP proficiency rate.	3.2 Increase student performance in both ELA and Math by 2%.
3.02 Renaissance	Natoma Station All Students Performance in Early Literacy Diagnostic (May 2024): 55% Proficient FCUSD Proficiency rate across all schools: 53.3% Proficient. Natoma Station All Students Performance in Reading (May 2024): 69% Proficient FCUSD Proficiency rate across all schools: 53.7% Proficient. Natoma Station All Students Performance in Math (May 2024): 74% Proficient FCUSD Proficiency rate across all schools: 61.6% Proficient.	3.2 Increase student growth and performance in Reading (by 2%), Early Literacy (by 3%) and Math by (2%).
3.01 Culturally responsive and inclusive pedagogy.	As a site participating in FCUSD's Inclusion Pilot, we have access to PD focused on evidence-based inclusive practices provided by Changing Perspectives. We will continue to have ongoing PD facilitated by our district and site-based Climate and Culture facilitators on culturally responsive practices.	3.1 All teachers will implement culturally responsive and inclusive evidence-based instructional practices.

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 Curriculum Specialist Teachers will provide ongoing Professional Development to teachers to implement PLCs with a focus on using a Guaranteed and Viable curriculum to implement	All students and Additional Targeted Support and Improvement (ATSI)	District Funded 1000-1999: Certificated Personnel Salaries

	and refine research and evidence-based instructional strategies to support all students. Support teachers in prioritizing the agreed-upon essential standards in their planning of instruction and use common formative assessments to monitor student progress and respond to student needs in a timely and effective way.	Subgroups - Students with Disabilities.	District lead teachers District Funded 3000-3999: Employee Benefits Teacher benefits
3.2	All teachers will collaborate regularly in Professional Learning Teams (PLTs) to analyze student assessments, and plan instruction to improve all learner outcomes. Three times every month, grade level teams of teachers will collaborate, and once a trimester, all teachers will collaborate across grade levels from kindergarten to fifth grade to ensure vertical alignment and an understanding of the prioritization of essential standards across grade levels. With the support of district curriculum specialist teachers, teachers will prioritize essential standards, describe learning targets and success criteria, create common formative assessments, and design effective lessons based on best practices that have large effect sizes (John Hattie). Teachers will meet for Every Student by Name (ESNB) Meetings (2 times per year) with the principal to analyze student assessments and plan/refine instruction to improve all learner outcomes.	All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	District Funded 1000-1999: Certificated Personnel Salaries Professional Learning Communities (PLC) meetings District Funded 3000-3999: Employee Benefits Teacher benefits LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher Release time for Every Student by Name Meetings and Professional Development related to a robust implementation of PLCs. LCFF - Supplemental 3000-3999: Employee Benefits Substitute teacher benefits
3.3	Provide teacher training for implementing culturally responsive and inclusive evidence-based instructional strategies.	All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	District Funded 1000-1999: Certificated Personnel Salaries Lead Teachers, Equity Leaders, Climate and Culture Facilitators District Funded 3000-3999: Employee Benefits Lead Teachers, Equity Leaders, Climate and Culture Facilitators District Funded 5800: Professional/Consulting Services And Operating Expenditures Changing Perspectives consulting services to provide training around evidence-based inclusive practices.
3.4	SIPPS and LETRS Training provided for all teachers.	All students and Additional Targeted Support and Improvement (ATSI)	District Funded 5000-5999: Services And Other Operating Expenditures

		Subgroups - Students with Disabilities.	Professional development on LETRS, SIPPS, UFLI and science of reading
3.5	Provide training to new teachers for ELA and Math curriculum (Benchmark Advance and EnVision/San Francisco Math).	All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	District Funded 1000-1999: Certificated Personnel Salaries Lead teachers provide training for all teachers in using our guaranteed and viable curriculum. District Funded 3000-3999: Employee Benefits Lead teacher benefits
3.6	Offer training to all teachers, Instructional Assistants and Bilingual Instructional Assistants in English Language Development strategies, including training in Lexia Core 5.	English Language Learners and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	District Funded 1000-1999: Certificated Personnel Salaries Lead teachers provide training for all teachers in using our guaranteed and viable curriculum. District Funded 3000-3999: Employee Benefits Lead teacher benefits
3.7	Provide a Bilingual Instructional Assistant to support student needs in the classroom and support parent engagement, translations, and parent conferences.	English Language Learners and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	4864 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant 1889 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits
3.8	General Education Paraeducator	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	9680 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support all students access to grade level standards to reach grade level proficiency. 3662 LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits
3.9	Implement Great Artist Program - Integrate arts to support student engagement and multi-modal learning opportunities.	All Students and Additional Targeted Support and Improvement (ATSI)	Parent Teacher Association/Parent Faculty

		Subgroups - Students with Disabilities.	Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Art supplies
3.10	Provide Teacher, Instructional Assistant, and Yard Supervisor training to support students with special needs. Release time will be provided for regular collaboration (once per trimester and more often if needed) between teachers and support providers who work in self-contained classrooms with special needs children and teachers who work with typically developing students in general education classrooms.	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	District Funded 5800: Professional/Consulting Services And Operating Expenditures Changing Perspectives consulting services to provide training around evidence-based inclusive practices.
3.11	Intervention Teacher	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	25399 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher will work with grade level teams to provide high quality first instruction and tier 2 and 3 interventions for all students, including ATSI subgroups - Students with Disabilities and Two or More Races. 5605 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
3.12	Provide Professional Development on understanding and implementing Building Thinking Classrooms approach	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	District Funded 1000-1999: Certificated Personnel Salaries Lead teachers and SCOE provide training for teachers in using our guaranteed and viable curriculum. District Funded 3000-3999: Employee Benefits Lead teacher benefits District Funded 1000-1999: Certificated Personnel Salaries Substitutes provided for 4 release days for 3 teachers District Funded 3000-3999: Employee Benefits Benefits for substitute teachers
3.13	Zearn Math Digital Learning Platform	All Students and Additional Targeted Support and Improvement (ATSI)	2,500 Parent Teacher Association/Parent Faculty

		Subgroups - Students with Disabilities..	Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Purchase site license for Zearn Math digital learning program.
3.14	Supplemental Materials	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	600 Donations 4000-4999: Books And Supplies Purchase standards-aligned math manipulatives and vertical charts that align with the Building Thinking Classrooms approach.
3.15	Field Trip Scholarships	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities..	Donations 5000-5999: Services And Other Operating Expenditures Field trip scholarships for students who are economically disadvantaged.
3.16	Field Trip Transportation	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities..	1600 Donations 5000-5999: Services And Other Operating Expenditures Funding for buses for field trips

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.

The Curriculum and Instruction department worked closely with the principal and teachers and support providers to provide staff with numerous opportunities for professional learning to optimize classroom instruction and practices. We will continue to refine our practices as a Professional Learning Community (PLC) by using weekly dedicated time for structured teacher collaboration to analyze student outcomes on assessments and to plan flexible learning opportunities to help all students access high-quality first instruction and meet grade-level essential standards. We will continue to build teacher efficacy around prioritizing essential standards, defined learning targets and success criteria, and using common formative and summative assessments to make instructional decisions and monitor student progress. We will provide Professional Development to all staff to build an understanding of equity, including examining cultural biases to ensure inclusive and culturally responsive practices for all students. We will integrate SEL, technology, and art providing Professional Development around evidence-based practices.

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

Our grade level PLT's will continue to focus on prioritizing essential standards, learning targets and creating Common Formative Assessments in ELA and Math. We will use student performance data to provide systematized and targeted opportunities for amplification and intervention to all students to improve overall performance and eliminate achievement gaps. We will continue to provide professional development for teachers around evidence-based writing instruction and high-quality foundational reading instruction.

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

There are no anticipated changes to this goal.

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.

LCAP Goal 4

All students will receive equitable instruction from highly qualified teachers and have access to both grade level and instructional level curriculum that promotes college and career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

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

4.02 - Maintain schools in good repair.

4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

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.

Teacher effectiveness is highly correlated with student achievement.

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
Credential audit	96%	4.1 Ensure all certificated staff has appropriate credentials for assignment and all employees are evaluated based on District standards and timelines. All certificated staff members are fully credentialed with the exception of one teacher who holds an emergency credential and is on track for completing her credential. Monitor teacher induction - Beginning Teacher Support and Assessment (BTSA) participation by tracking successful completion of year 1 and year 2 and the number of teachers completing.
Williams Act facilities audit.	100%	4.2 100% of schools in good or exemplary repair based on the Williams Act criteria.
Williams Act instructional materials audit.	100%	4.3 Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.

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	Program Monitor	English Learner Students / Emerging Bilinguals, TK - 5th Grade.	District Funded 1000-1999: Certificated Personnel Salaries Stipend for program monitor to ensure all supports are cohesive and English Learners are supported. District Funded 3000-3999: Employee Benefits Teacher benefits
4.2	Office Clerk will provide support for a safe, healthy, and positive school environment by ensuring that the front office is a warm and welcoming environment and providing regular outreach to families.	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	5350 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Office clerk will support a safe, healthy, and positive school environment by ensuring that the front office is a warm and welcoming environment and providing regular outreach to families. 1978 LCFF - Supplemental 3000-3999: Employee Benefits benefits Paraeducator benefits
4.3	Weekly scheduled Professional Learning Communities (PLT) time to analyze student assessment data, prioritize instruction for essential standards, and measure student learning using common formative assessments.	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	District Funded 1000-1999: Certificated Personnel Salaries Collaboration and Professional Development provided during structured collaboration time. District Funded 3000-3999: Employee Benefits Teacher benefits
4.4	Supplemental Instructional Supplies	Students with Disabilities	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental instructional supplies for students to best

			implement curriculum and instruction.
4.5	Beginning Teacher Support and Assistance program (BTSA) and school site level support for new teachers.	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	District Funded 1000-1999: Certificated Personnel Salaries Experienced site and district teachers provide mentoring, instruction, and observation opportunities to the two teachers on our site participating in BTSA. District Funded 3000-3999: Employee Benefits Mentor teacher benefits
4.6	Provide teacher release time allowing teachers to observe other teachers (best instructional practices).	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	Donations 1000-1999: Certificated Personnel Salaries Provide substitute teachers to release classroom teachers to observe best instructional practices to build teacher capacity and improve learner outcomes for all students and ATSI subgroups - Students with Disabilities and Two or More Races. Donations 3000-3999: Employee Benefits Benefits for certificated sub
4.7	Bilingual Instructional Assistant	English Learners / Emerging Bilinguals	4864 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Bilingual Instructional Assistant supports all students with language needs in both individual and group settings for a total of 15 hours/week. 1889 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits
4.8	Health Assistant	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities	2608 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries will support a safe, healthy, and positive school environment by ensuring that the front office is a warm and welcoming environment and

			providing regular outreach to families 968 LCFF - Supplemental 3000-3999: Employee Benefits Health assistant benefits
4.9	Intervention Teacher	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	25399 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher will work with grade level teams to provide high quality first instruction and tier 2 and tier 3 interventions for unduplicated students and the ATSI subgroup - Students with Disabilities. 5606 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
4.10	Participate in FCUSD's Inclusion pilot by partnering with Sam Drazin and Changing Perspectives to implement evidence-based inclusion practices centered around our site's vision and goals.	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.	District Funded 5800: Professional/Consulting Services And Operating Expenditures Provide guidance and feedback to implement evidence-based inclusion practices centered around our site's vision and goals.
4.11	Parent Coordinator		4183 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Parent Coordinator 1500 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator Benefits

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.

All teachers are credentialed and evaluated during the school year. Teachers receive meaningful feedback and when necessary, coaching to improve practice. Teachers attended numerous Professional Development workshops and implement research-based instructional practices, with a focus on integrating social-emotional learning. Supplemental curriculum and resources are implemented to support our students, including material such as Lexia English to support our English Learners and Steps to Advance and Sonday Reading to support students with disabilities. Teachers meet

weekly in Professional Learning Teams to analyze student assessment data, prioritized instruction for essential standards, and measure student learning using common formative assessments. Our Beginning Teacher Support and Assessment (BTSA) program and experienced site mentor teachers supported our three new teachers.

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

There were no differences between the intended and actual implementation of the 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.

No foreseeable changes are anticipated. We will continue to invest in building the capacity of all our teachers and offer supplemental resources and targeted support to ensure access to grade level curriculum for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

District Goal 1: Student Achievement and Success
School Goal (s):

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Performance Goal 1: World Language students will reach high standards at a minimum of attaining proficiency or better.
Performance Goal 5: All students will graduate from high school.

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.

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

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

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.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$233,194.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
District Funded	\$200.00
Donations	\$6,100.00
LCFF - Supplemental	\$86,876.00
Learning Recovery	\$124,018.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$16,000.00

Subtotal of state or local funds included for this school: \$233,194.00

Total of federal, state, and/or local funds for this school: \$233,194.00

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
LCFF - Supplemental	86591	-285.00
Learning Recovery	124018	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	200.00
Donations	6,100.00
LCFF - Supplemental	86,876.00
Learning Recovery	124,018.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	16,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	600.00
1000-1999: Certificated Personnel Salaries	109,387.00
2000-2999: Classified Personnel Salaries	57,009.00
3000-3999: Employee Benefits	46,198.00
4000-4999: Books And Supplies	12,300.00
5000-5999: Services And Other Operating Expenditures	7,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	District Funded	200.00

1000-1999: Certificated Personnel Salaries	Donations	1,000.00
2000-2999: Classified Personnel Salaries	Donations	700.00
4000-4999: Books And Supplies	Donations	2,800.00
5000-5999: Services And Other Operating Expenditures	Donations	1,600.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,791.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	56,309.00
3000-3999: Employee Benefits	LCFF - Supplemental	23,776.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	101,596.00
3000-3999: Employee Benefits	Learning Recovery	22,422.00
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	600.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	9,500.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,103.00
Goal 2	71,947.00
Goal 3	55,799.00
Goal 4	54,345.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Vickie Boudouris	Principal
Erica Elqousy	Classroom Teacher
Juli Thompson	Classroom Teacher
Aisha Prince	Classroom Teacher
Mary Swick	Other School Staff
Amanda Vassigh	Parent or Community Member
Jenn Gomez	Parent or Community Member
Courtney Hvostal	Parent or Community Member
Jonah Stullman	Parent or Community Member
Samantha Trent	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



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2024.

Attested:



Principal, Vickie Boudouris on 5/15/2024



SSC Chairperson, Jonah Stullman on 5/15/2024

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Natoma Station Elementary School

Site Council & ELAC 2023/24

5/15/2024 4:00pm

In-Person at Natoma Station (Conference Room - Admin Building)

- 1) Welcome
- 2) Read and approve Minutes from 2/13/2024 Meeting [Meeting Minutes 2/13/2024](#)
- 3) Review the updated data report shared on Student Progress on 2/13/2024 and summary of SPSA strategies, funding sources, and expenditures:

2022-23 California School Dashboard Data including:

- ❖ Chronic Absenteeism Rate
- ❖ Suspension Rate
- ❖ Student Performance as measured by the CAASPP for English Language Arts and Mathematics
- ❖ Academic Progress Fall to Spring 2024 (Renaissance Diagnostic Assessments)
- ❖ Local Assessment Data
- ❖ English Learner Progress
- ❖ 2023-24 SWIS DATA - Office Referrals (May 15, 2024)
- ❖ 2023-24 Attendance Data (April 30, 2024)
- ❖ Panorama Student Survey Data (updated, Winter 2024)

Presentation Link: [SPSA Presentation: May 15, 2024](#)

- 4) Review updated goals and expenditures for School Plan for Student Achievement and:
 - Seek input from all members.
 - Reaffirm or revise school goals.
 - Revise improvement strategies and expenditures.
- 5) Approve School Plan for Student Achievement (SPSA) and recommend it to the governing board.

Next meeting date is August, 2024

- 6) Adjourn meeting

Natoma Station Site Council and ELAC Meeting Minutes - 05/15/25

Call to order – 4:01pm

Approval of minutes – Juli Thompson motions to approve, Erica Elquosy second , All in favor

Members Present: Vickie Boudouris, Julie Thompson, Erica Elquosy, Aisha Prince, Mary Swick, Courtney Hvostal, Amanda Vassigh

Reviewed updated data report shared on student progress on summary of SPSA strategies, funding sources, and expenditures.

- CAASPP ELA and Math- Compared data for students at levels meets and exceeds in the following categories (Socioeconomically disadvantaged students, hispanic, asian/middle eastern, white, two or more races, special education, english learners)

Reviewed Local Academic Data - SIPPS Progress

- Next year funding SIPPS support for two employees at NSE

Academic Data - 3rd Grade Math MTSS

- Reviewed groups within 3rd grade, compared students who were meeting/exceeding expectations

Academic Data - Renaissance ELA (compared percentages for the following categories -students performing at or above, students performing below watch, students performing below intervention needed and students performing below urgent intervention needed)

- Kindergarten ELA results for fall 2023, winter 2024, and spring 2024
- 2nd Grade Star Reading Assessment fall 2023, winter 2024, and spring 2024
- 3rd 4th and 5th Grade Star Reading assessments for fall 2023, winter 2024, and spring 2024

Student English Language Acquisition results - 57.5 % making progress towards english learners

Attendance Rate Data -

95 % 2022-23

95.5% 2023-24

We will continue to offer incentives to encourage attendance amongst students.

Chronic Absenteeism -

2022-2023- 11.72%

2023-2024 - 7.97%

We have made home visits for two students to encourage them to attend school.

Amanda - Does the district offer support to those who are missing school ?

Vickie - We connect with families and offer the support they need, mental health support, offering incentives. We continue to schedule meetings to discuss ways to support family.

Amanda - Ask PTO to arrange a carpool for those students who have difficulty getting to school.

Suspension Data

2022-2023

1.1% 527 students

2023 - 2024

6 students this year, maintaining suspension rate

Office Referral Data - Reviewed overall and trends, spike in December, August, February and May results were low.

- Based on results, we put together the lunch bunch to help students who need a quiet environment during unstructured time.
- Noticed a drop in incidences after offering the lunch bunch

Reviewed Panorama Data

- Reviewed results from the test that students who took the test

Vickie shared the Presentation SPSA - Review updated goals and expenditures for School Plan for Student Achievement and:

- Seek input from members
- Reaffirm or revise school goals
- Revise improvement strategies and expenditures

Erica motioned to approve the plan, Amanda seconded, all in favor. Vickie will recommend it to the governing board.

Vickie will share the presentation with the board so they can review in detail.

Next meeting date is August, 2024

Meeting was adjourned at 4:58