



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 20, 2025	August 14, 2025

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:

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:

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 21,780 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 2024-25 school year, 548 students were enrolled in grades preschool through fifth with a 22% poverty rate, a population of 16% identified English Learner (EL) students, and a 1% homeless rate. Natoma Station Elementary School has approximately 34 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 TK-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 student 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 access to rest and reset areas are available to all students who need additional support with self-regulation. We take a restorative and instructional approach to discipline and provide additional supports and interventions, such as our Behavior Academies 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. Students have additional opportunities to participate in after school activities such as Running Club, Green Team, art classes, Chess Club, Math Lab, 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. ParentSquare, our two-way communication tool (voice, email, and text), Cheetah Bytes, our weekly digital newsletter, our school marquee, informational flyers, and the 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 reciprocal communication, regular conferences, and parent involvement in the classroom all help to maintain a strong home to school partnership and 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 2025, September 2025, October 2025, February 2026, and in the spring of 2026. 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 May 2025 meeting, attendees reviewed the school's 2024-2025 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 May. We reviewed and revised our goals for the 2025-2026 school year and staff, and parent input was solicited. Ongoing meetings throughout the 2025-2026 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 5 - Welcome Back Bash Family Engagement

August 4, 5, and 6 - Staff Professional Development

School Site Council and English Learner Advisory Committee Meetings on May 2024, August 2024, September 2024, October 2024, February 2025, March 2025, and May 2025.

Back to School Night - August 17, 2024

PC Pals Partnership with Intel Corporation - August 22

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

Family Literacy Night - December 2024

Family STEAM Night - February 2025

Family Cultural Night - January 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

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 are held once a month and Structured Collaboration Grade Level Meetings are held three times a month on Thursdays from 1:30 - 2:45 pm

(staff meeting on week 1 and collaborative grade level team meetings on week's 2-4)

Twice Monthly Grade Level Response to Intervention Meetings (RtI) to respond to academic, behavior, and social emotional needs are offered every month beginning in September

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

Meetings planned for the 2025-26 school year:

August 5 - Welcome Back Bash Family Engagement and Staff Professional Development

August 4, 5, & 6 - Staff Professional Development

School Site Council and English Learner Advisory Committee Meetings: August 2025, September 2025, October 2025, February 2026, March 2026, May 2026.

Back to School Night - August 13, 2025

PC Pals Partnership with Intel Corporation - August 2025

Minimum Days/Parent Teacher Conferences - November 17 - 21

Family Literacy Night - September 2025

Family Math Night - January 2026

Family Cultural Night - February 2026

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

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

Open House - May 2026

Minimum Days/Professional Development - December 19, May 26-27

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 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 2025

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 no longer eligible for ATSI for the subgroup of Students with Disabilities; however, we are monitoring this subgroup closely. 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, Socioeconomically Disadvantaged (orange)

To address chronic absenteeism in the subgroups of Students with Disabilities and Socioeconomically Disadvantaged students, 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. Taking a multi-tiered approach to improving attendance including providing targeted supports and interventions to students and families in need of additional support, in addition to implementing universal procedures that ensure a welcoming and engaging learning environment will allow us to improve our attendance outcomes.

Suspension Rate: Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities (orange)

To address the needs of our students who are Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities related to suspension rates, we will offer targeted behavior interventions, including Behavior Academies 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 and instructional approach to discipline.

Performance in ELA and Math for Students in Grades 3-5: Socioeconomically Disadvantaged Students (orange)

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, Socioeconomically Disadvantaged Students

To address chronic absenteeism in the subgroups of Students with Disabilities and Socioeconomically Disadvantaged Students, 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. Taking a multi-tiered approach to improving attendance including providing targeted supports and interventions to students and families in need of additional support, in addition to implementing universal procedures that ensure a welcoming and engaging learning environment will allow us to improve our attendance outcomes.

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 and inclusive 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		8	13.7%	16%	9.8%

Conclusions based on this data:

1. We saw an increase of 5% in the percentage of English Learners enrolled at Natoma Station Elementary School in the last year, making up just about 16% 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. Last year 9.8% students were Reclassified Fluent English Proficient (RFEP). 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, Russian, Telugu, 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	65	99	77	64	98	75	64	98	75	98.5	99.0	97.4
Grade 4	77	69	95	77	67	95	77	67	95	100.0	97.1	100
Grade 5	74	75	64	74	74	62	74	74	62	100.0	98.7	96.9
All Grades	216	243	236	215	239	232	215	239	232	99.5	98.4	98.3

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2461.	2457.	2460.	40.63	39.80	33.33	17.19	21.43	33.33	32.81	19.39	18.67	9.38	19.39	14.67
Grade 4	2532.	2507.	2506.	51.95	46.27	38.95	19.48	8.96	25.26	22.08	19.40	16.84	6.49	25.37	18.95
Grade 5	2554.	2549.	2548.	44.59	44.59	32.26	28.38	28.38	30.65	12.16	9.46	22.58	14.86	17.57	14.52
All Grades	N/A	N/A	N/A	46.05	43.10	35.34	21.86	20.08	29.31	21.86	16.32	18.97	10.23	20.50	16.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.38	30.61	24.00	56.25	59.18	64.00	9.38	10.20	12.00
Grade 4	38.96	26.87	28.42	57.14	64.18	63.16	3.90	8.96	8.42
Grade 5	37.84	37.84	27.42	58.11	52.70	64.52	4.05	9.46	8.06
All Grades	37.21	31.80	26.72	57.21	58.58	63.79	5.58	9.62	9.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.88	23.47	21.33	59.38	54.08	62.67	18.75	22.45	16.00
Grade 4	28.57	28.36	24.21	59.74	52.24	61.05	11.69	19.40	14.74
Grade 5	29.73	28.38	38.71	55.41	54.05	50.00	14.86	17.57	11.29
All Grades	26.98	26.36	27.16	58.14	53.56	58.62	14.88	20.08	14.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.44	26.53	20.00	67.19	70.41	74.67	9.38	3.06	5.33
Grade 4	35.06	17.91	23.16	55.84	76.12	69.47	9.09	5.97	7.37
Grade 5	25.68	18.92	25.81	67.57	74.32	69.35	6.76	6.76	4.84
All Grades	28.37	21.76	22.84	63.26	73.22	71.12	8.37	5.02	6.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.44	24.49	25.33	67.19	61.22	60.00	9.38	14.29	14.67
Grade 4	28.57	23.88	25.26	67.53	68.66	69.47	3.90	7.46	5.26
Grade 5	36.49	29.73	32.26	56.76	56.76	61.29	6.76	13.51	6.45
All Grades	29.77	25.94	27.16	63.72	61.92	64.22	6.51	12.13	8.62

Conclusions based on this data:

1. There's a noticeable shift from students exceeding standards to those meeting or nearly meeting them, suggesting a need to challenge higher-performing students further.
Enhanced Support for Advanced Learners: Develop enrichment programs to push students from meeting to exceeding standards.
2. Reading and Writing: While reading proficiency shows a declining trend in students above standard, writing skills, especially in Grade 5, demonstrate improvement, indicating effective instructional strategies in writing.
Listening and Research Skills: Overall improvements suggest the successful integration of these skills into the curriculum.
Targeted Reading Interventions: Continue to offer targeted foundational reading instruction in addition to focusing on comprehension strategies to address the decline in above-standard performance.
Sustain Writing Initiatives: Continue and expand successful writing initiatives.
Integrate Listening and Research Skills: Embed these skills across subjects to maintain and further improve student performance.
3. Educators and support 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. In addition, we will continue to offer training for educators on data-driven instruction and differentiated teaching strategies to address diverse student needs. This upcoming year, we will continue to provide professional learning and teacher coaching opportunities in the areas of writing, foundational reading, and mathematics. 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	65	99	77	64	99	77	64	99	77	98.5	100.0	100
Grade 4	77	69	95	76	68	95	76	68	95	98.7	98.6	100
Grade 5	74	75	64	74	74	63	74	74	63	100.0	98.7	98.4
All Grades	216	243	236	214	241	235	214	241	235	99.1	99.2	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2471.	2481.	2474.	43.75	43.43	35.06	26.56	29.29	36.36	14.06	16.16	15.58	15.63	11.11	12.99
Grade 4	2543.	2512.	2520.	55.26	35.29	36.84	21.05	27.94	28.42	18.42	25.00	26.32	5.26	11.76	8.42
Grade 5	2542.	2538.	2542.	35.14	33.78	36.51	28.38	17.57	23.81	18.92	32.43	19.05	17.57	16.22	20.63
All Grades	N/A	N/A	N/A	44.86	38.17	36.17	25.23	25.31	29.79	17.29	23.65	20.85	12.62	12.86	13.19

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39.06	41.41	37.66	46.88	47.47	50.65	14.06	11.11	11.69
Grade 4	46.05	30.88	35.79	43.42	52.94	52.63	10.53	16.18	11.58
Grade 5	29.73	27.03	26.98	55.41	55.41	50.79	14.86	17.57	22.22
All Grades	38.32	34.02	34.04	48.60	51.45	51.49	13.08	14.52	14.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	45.31	49.49	28.57	43.75	41.41	59.74	10.94	9.09	11.69
Grade 4	43.42	36.76	42.11	44.74	54.41	47.37	11.84	8.82	10.53
Grade 5	20.27	27.03	31.75	59.46	58.11	57.14	20.27	14.86	11.11
All Grades	35.98	39.00	34.89	49.53	50.21	54.04	14.49	10.79	11.06

Conclusions based on this data:

1. There is a shift in student performance from Advanced to Proficient: Across grades, there's a trend of students moving from exceeding standards to meeting them. Differentiating instruction by sharing students during MTSS/WIN time will allow us to focus on improving outcomes for all students and in particular prioritize advanced problem-solving and critical thinking for our students that are high performers.
2. Fluctuations in problem-solving and data analysis performance suggest inconsistencies in teaching methods and/or student engagement with real-world applications. Integrating real-world scenarios into lessons to improve modeling and data analysis skills, will ensure consistency across grades. 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 will implement a more robust implementation of the CAASPP Interim Assessments as another assessment tool to monitor student learning progress and target areas of need in a timely manner. We are looking forward to reviewing the 2024-2025 data when it is released.
3. The decline in students exceeding standards in communicating reasoning, especially in Grade 3, points to a need for emphasis on explaining mathematical thinking. Implementing strategies that encourage students to verbalize and write about their mathematical reasoning, such as math journals, peer discussions, or using the vertical classroom approach of Building Thinking Classrooms (BTC). Staff will continue to engage in 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 closely monitor progress and 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 communicate their math reasoning 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1443.0	1416.9	1443.9	1434.6	1409.1	1440.3	1462.1	1435.3	1452.0	19	12	22
1	1460.9	1485.8	1463.6	1450.0	1487.8	1460.8	1471.4	1483.2	1465.9	17	13	12
2	1452.3	1492.4	1509.5	1439.0	1486.6	1507.8	1464.9	1497.5	1510.8	12	11	13
3	*	*	1508.5	*	*	1516.2	*	*	1500.2	4	8	13
4	*	*	*	*	*	*	*	*	*	4	6	4
5	*	*	*	*	*	*	*	*	*	*	5	4
All Grades										59	55	68

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.05	16.67	27.27	47.37	8.33	40.91	15.79	58.33	22.73	15.79	16.67	9.09	19	12	22
1	11.76	30.77	8.33	47.06	53.85	50.00	29.41	15.38	41.67	11.76	0.00	0.00	17	13	12
2	8.33	9.09	30.77	58.33	63.64	53.85	8.33	27.27	7.69	25.00	0.00	7.69	12	11	13
3	*	*	30.77	*	*	38.46	*	*	15.38	*	*	15.38	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.56	29.09	25.00	52.54	36.36	44.12	18.64	23.64	20.59	15.25	10.91	10.29	59	55	68

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.05	8.33	22.73	42.11	16.67	40.91	15.79	50.00	27.27	21.05	25.00	9.09	19	12	22
1	5.88	46.15	25.00	35.29	38.46	50.00	52.94	7.69	25.00	5.88	7.69	0.00	17	13	12
2	25.00	27.27	61.54	41.67	45.45	30.77	8.33	18.18	0.00	25.00	9.09	7.69	12	11	13
3	*	*	46.15	*	*	30.77	*	*	15.38	*	*	7.69	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.03	41.82	36.76	38.98	25.45	36.76	23.73	16.36	19.12	15.25	16.36	7.35	59	55	68

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.79	16.67	27.27	57.89	8.33	36.36	15.79	66.67	31.82	10.53	8.33	4.55	19	12	22
1	17.65	0.00	16.67	29.41	76.92	33.33	35.29	23.08	41.67	17.65	0.00	8.33	17	13	12
2	0.00	0.00	15.38	50.00	72.73	69.23	25.00	18.18	15.38	25.00	9.09	0.00	12	11	13
3	*	*	15.38	*	*	30.77	*	*	23.08	*	*	30.77	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.17	9.09	17.65	45.76	45.45	41.18	30.51	36.36	29.41	13.56	9.09	11.76	59	55	68

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	42.11	8.33	27.27	47.37	75.00	68.18	10.53	16.67	4.55	19	12	22
1	23.53	76.92	25.00	70.59	23.08	75.00	5.88	0.00	0.00	17	13	12
2	25.00	27.27	76.92	58.33	63.64	15.38	16.67	9.09	7.69	12	11	13
3	*	*	46.15	*	*	38.46	*	*	15.38	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.20	38.18	41.18	59.32	50.91	51.47	8.47	10.91	7.35	59	55	68

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.53	8.33	22.73	63.16	50.00	59.09	26.32	41.67	18.18	19	12	22
1	0.00	38.46	0.00	82.35	53.85	83.33	17.65	7.69	16.67	17	13	12
2	25.00	54.55	46.15	50.00	45.45	46.15	25.00	0.00	7.69	12	11	13
3	*	*	46.15	*	*	46.15	*	*	7.69	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.34	45.45	30.88	59.32	36.36	55.88	20.34	18.18	13.24	59	55	68

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.05	16.67	27.27	73.68	75.00	68.18	5.26	8.33	4.55	19	12	22
1	23.53	30.77	16.67	58.82	69.23	66.67	17.65	0.00	16.67	17	13	12
2	0.00	9.09	0.00	66.67	81.82	92.31	33.33	9.09	7.69	12	11	13
3	*	*	23.08	*	*	46.15	*	*	30.77	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.56	20.00	16.18	69.49	69.09	67.65	16.95	10.91	16.18	59	55	68

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	68.42	50.00	54.55	26.32	41.67	45.45	5.26	8.33	0.00	19	12	22
1	23.53	30.77	16.67	58.82	69.23	83.33	17.65	0.00	0.00	17	13	12
2	16.67	18.18	30.77	58.33	81.82	61.54	25.00	0.00	7.69	12	11	13
3	*	*	7.69	*	*	69.23	*	*	23.08	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.59	27.27	29.41	52.54	65.45	63.24	11.86	7.27	7.35	59	55	68

Conclusions based on this data:

- Listening: Across all grades, the percentage of students at the "Well Developed" level increased from 38.18% in 2022–2023 to 41.18% in 2023–2024, suggesting enhanced listening skills.
Writing: An increase in "Well Developed" performers from 27.27% in 2022–2023 to 29.41% in 2023–2024 reflects positive growth in writing skills. Establish workshops that focus on different writing styles and purposes, reinforcing the skills that have shown improvement. Encourage peer editing and feedback to foster collaborative learning and enhance writing proficiency.

2. Speaking: A decrease in "Well Developed" performers from 45.45% in 2022–2023 to 30.88% in 2023–2024 indicates a potential area for targeted intervention. Implementing classroom activities that promote verbal interactions, such as debates, presentations, and group discussions, to bolster speaking skills is a good next step. Reading: A slight decline in "Well Developed" performers from 20.00% in 2022–2023 to 16.18% in 2023–2024 suggests the need for reinforced reading strategies. Focusing on embedding evidence-based vocabulary instruction in all of the content areas and implementing comprehension strategies tailored to EL students' needs will be a focus for next year. Encouraging parents to engage in reading activities at home and providing them with resources and training to support their children's reading development at our Family Literacy Workshop will be another area of focus.
3. The data indicates positive trends in certain areas, such as listening and writing, while highlighting challenges in speaking and reading domains, particularly in Grade 1. Conducting assessments to identify specific areas where Grade 1 students are struggling and implementing designated and integrated ELD practices is an important next step. There is an ongoing need for Bilingual Instructional Aid (BIA) support and Professional Development (PD) in implementing evidence-based designated and integrated English Language Development (ELD) instruction in all grade levels.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
524	19.8%	15.5%	0.2%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	81	15.5%
Foster Youth	1	0.2%
Homeless	4	0.8%
Socioeconomically Disadvantaged	104	19.8%
Students with Disabilities	52	9.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.1%
American Indian	0	0.0%
Asian	106	20.2%
Filipino	7	1.3%
Hispanic	100	19.1%
Two or More Races	69	13.2%
Pacific Islander	0	0.0%
White	236	45%

Conclusions based on this data:

1. With approximately one in six students identified as English Learners and nearly one in five as Socioeconomically Disadvantaged Students, there's a substantial need for tailored instructional strategies and support services to

address language acquisition and economic challenges. Adopting teaching methods proven effective for ELs, such as Total Physical Response (TPR), the Picture Word Inductive Model, and the Language Experience Approach will continue to be a priority. These strategies can aid in vocabulary development and language comprehension. Providing ongoing training for teachers to effectively support ELs, while focusing on integrating language objectives with content instruction will be a focus. We will continue to implement our Second Step SEL curriculum and Responsive Classroom strategies to help students develop coping skills, resilience, and emotional regulation, which are crucial for academic success.

2. Nearly 10% of students are identified with disabilities, highlighting the necessity for differentiated instruction and accessible learning environments to meet varied learning needs. Addressing the needs of Students with Disabilities by differentiated instruction and utilizing teaching strategies that cater to diverse learning styles and abilities, will ensure that Students with Disabilities can access the curriculum effectively. Encouraging collaboration between general and special education teachers to design and implement inclusive lesson plans will continue to be a priority.
3. Natoma Station's racial and ethnic diversity underscores the importance of culturally responsive teaching practices to ensure inclusivity and equity in education. Incorporating diverse perspectives and materials that reflect the cultural backgrounds of the student population will be a priority. Developing a more intentional focus on supporting our historically marginalized and vulnerable student populations and ensuring that all staff are aware that students and families have different levels of access, as well as varying academic and social emotional needs. Finally, we will continue to make it a priority to engage families and community members in the educational process to build trust and support student learning.

School and Student Performance Data

Overall Performance

The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

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

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

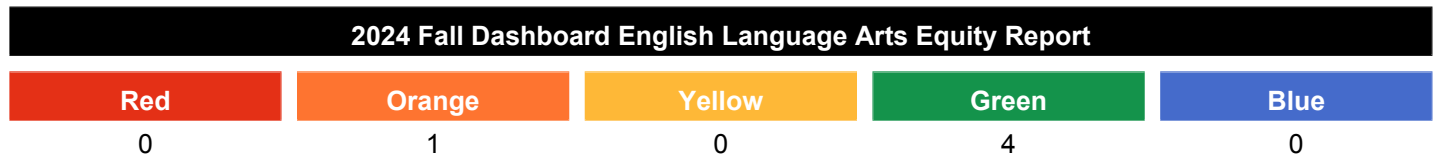
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 34.6 points above standard Declined 3.1 points 232 Students	English Learners  Green 25.9 points above standard Maintained 2.5 points 35 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 14.1 points below standard Declined 7.8 points 39 Students

Students with Disabilities  No Performance Color 34.0 points below standard Increased 14.5 points 24 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  Green 35.6 points above standard Declined 15.1 points 46 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Green 15.7 points above standard Declined 3.7 points 50 Students
Two or More Races  No Performance Color 33.8 points above standard Declined 3.6 points 30 Students	Pacific Islander  No Performance Color 0 Students	White  Green 43.3 points above standard Increased 3.7 points 102 Students

Conclusions based on this data:

1. All students achieved a Green performance level in ELA, scoring 34.6 points above the standard, indicating that students are generally performing well. However, there was a decline of 3.1 points from the previous year, suggesting a need to address factors contributing to this decrease. Regularly reviewing data, identifying areas of need, and implementing improvement plans will be revisited as a continuous improvement cycle.
2. Natoma Station teachers and support staff will continue to focus on high-quality first instruction, use a multi-tiered system of support to target student needs, implement robust PLCs, and use formative assessments to track progress and adjust instruction to 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.
3. Socioeconomically Disadvantaged students are underperforming, scoring 14.1 points below the standard, with a decline of 7.8 points from the previous year. This highlights a significant achievement gap that needs targeted intervention. Although Students with Disabilities performed 34.0 points below the standard, this group showed an increase of 14.5 points, indicating positive progress that should be supported and built upon. Promoting structured collaboration between special education teachers and general education teachers and being intentional about meaningful opportunities for inclusion will continue to be areas of focus.

School and Student Performance Data

Academic Performance Mathematics

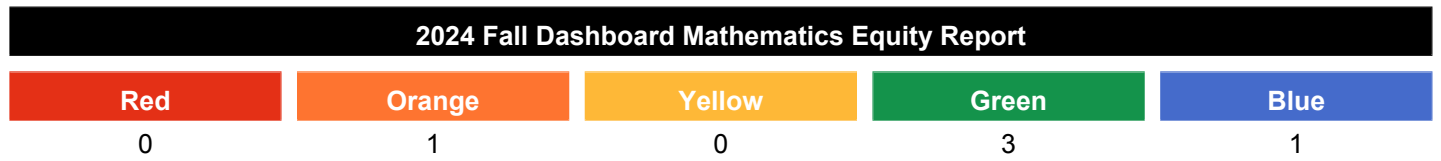
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 30.6 points above standard Declined 3.5 points 235 Students	English Learners  Green 32.9 points above standard Declined 16.8 points 38 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 25.5 points below standard Maintained 0.5 points 41 Students

Students with Disabilities  No Performance Color 52.6 points below standard Declined 17.0 points 25 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  Green 45.0 points above standard Declined 14.9 points 47 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Green 9.3 points above standard Maintained 0.0 points 50 Students
Two or More Races  No Performance Color 30.4 points above standard Declined 4.5 points 31 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 35.2 points above standard Maintained 1.9 points 103 Students

Conclusions based on this data:

1. All students scored 30.6 points above standard, also reflecting strong achievement.
2. English Learners (ELs) scored 32.9 points above standard in Math, demonstrating commendable performance. While overall performance remains strong, there has been a decline in scores across several groups, notably a 16.8-point decline in Math for English Learners. Regularly analyzing performance data to identify early signs of decline and implementing timely interventions will be continued. In addition, providing teachers with training to address the specific challenges faced by English Learners, especially in Mathematics, will be a focus.
3. Socioeconomically Disadvantaged Students scored 25.5 points below standard in Math, indicating significant achievement gaps. Students with Disabilities scored 52.6 points below standard in Math, highlighting substantial challenges. Meeting regularly in Professional Learning Teams (PLTs) during structured collaboration 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 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
55.8% making progress.	making progress.
Number Students: 43 Students	Number Students: 0 Students

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.

2024 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
11.6%	23.3%	2.3%	53.5%

Conclusions based on this data:

- 55.8% of English Learners (ELs) at Natoma Station Elementary School made progress toward English language proficiency. This indicates that over half of the EL students improved by at least one English Learner Progress Indicator (ELPI) level or maintained the highest proficiency level (ELPI Level 4). Despite the positive overall performance, 11.6% of EL students decreased by one ELPI level, and 23.3% maintained lower ELPI levels (1 through 3H), suggesting that a significant portion of students are not advancing as expected. Implementing focused instructional strategies and establishing a robust system for monitoring EL students' progress throughout the year, allowing for timely interventions and support will be implemented to ensure improved outcomes for all English Learners.
- 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) and all families of EL students through workshops and resources that empower them to support language development at home. Building strong school-home partnerships can reinforce learning and provide a more comprehensive support system for students.

School and Student Performance Data

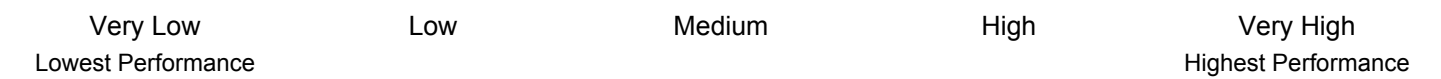
Academic Performance College/Career Report

The 2024 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.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 currently a measure that is tracked on the dashboard.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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 the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Green 6.3% Chronically Absent Declined 3 542 Students	English Learners  Green 9.4% Chronically Absent Declined 4 85 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Socioeconomically Disadvantaged  Orange 14% Chronically Absent Maintained 0.1 114 Students

Students with Disabilities  Orange 21.9% Chronically Absent Declined 10.9 64 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Green 4.4% Chronically Absent Declined 2.7 114 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Hispanic  Green 8.6% Chronically Absent Declined 6.1 105 Students
Two or More Races  Green 8.3% Chronically Absent Declined 2.9 72 Students	Pacific Islander  No Performance Color 0 Students	White  Green 5.5% Chronically Absent Declined 1.4 237 Students

Conclusions based on this data:

1. Natoma Station's overall chronic absenteeism rate stands at 6.3%, indicating a positive trend with a 3% decline from the previous year. 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. The overall daily attendance rate improved from 94.5% in 2022-2023 to 95.5% in 2023-2024.
2. Natoma Station's office staff will continue to utilize data analytics to identify students at risk of chronic absenteeism early and intervene promptly. 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. The current practice of using a tiered support system that escalates interventions based on the severity and persistence of absenteeism has produced favorable outcomes. We will continue to work on improving our daily attendance rate by another 1% to 96.5% by fostering a welcoming and supportive school culture that values diversity and inclusivity, making students feel connected and engaged.
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. We will continue to acknowledge and reward good attendance to motivate students and reinforce the importance of consistent participation through attendance challenges.

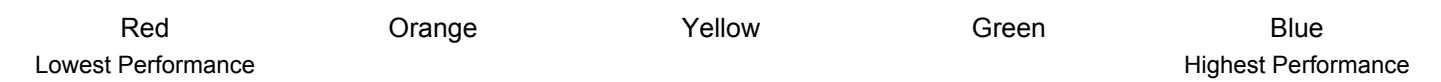
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

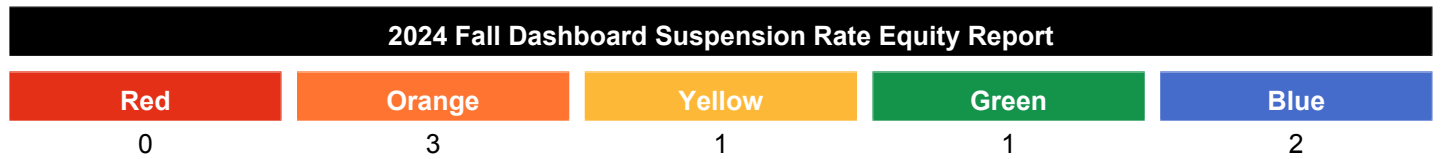
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.1% suspended at least one day Maintained 0.1% 554 Students	English Learners  Blue 0% suspended at least one day Declined 1.4% 87 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Socioeconomically Disadvantaged  Orange 1.7% suspended at least one day Increased 0.7% 116 Students

Students with Disabilities  Orange 4.6% suspended at least one day Increased 2.9% 65 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Blue 0% suspended at least one day Maintained 0% 120 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Hispanic  Green 0.9% suspended at least one day Declined 1% 108 Students
Two or More Races  Orange 1.4% suspended at least one day Increased 1.4% 73 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 1.7% suspended at least one day Maintained 0.1% 239 Students

Conclusions based on this data:

1. 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 the 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 Disabilities. We will continue to provide training for 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 taking a proactive approach by providing targeted interventions, and other means of correction, including de-escalation techniques and alternatives to suspensions for students who are in need of additional support. 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 all 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 proactive, instructional, and 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 Students 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	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

Placement and Progress Monitoring Mastery Tests		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 for all three writing genres (Informational, Opinion, Narrative) by grade level and collectively score student writing across grade levels. Measure growth across three 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 (May 2025): 68.1% Proficient Natoma Station Growth from Fall (2024) to Spring (2025): 76.9% Scored at or Above Typical Growth (increase of 16% from Fall (2023) - Spring (2024)) FCUSD Proficiency rate across all schools (May 2024): 53.3% Proficient FCUSD Proficiency rate across all schools (May 2025): 51.8 % 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 (May 2025): 77.3% Proficient Natoma Station Growth from Fall (2024) to Spring (2025): 76.7% Scored at or Above Typical Growth (increase of 4% from Fall (2023) - Spring (2024)) FCUSD Proficiency rate across all schools (May 2024): % Proficient FCUSD Proficiency rate across all schools (May 2025): 61.9 % Proficient	1.01 Increase performance by 1%
1.01 Renaissance Math Diagnostic	1.01 Natoma Station All Student Performance in Math (May 2024): 62.5% Proficient (May 2025): 67% Proficient Natoma Station Growth from Fall (2024) to Spring (2025): 66% Scored at or Above Typical Growth (increase of 7% from Fall (2023) - Spring (2024)) FCUSD Proficiency rate across all schools (May 2024): % Proficient FCUSD Proficiency rate across all schools (May 2025): 59.4 % Proficient	1.01 Increase performance by 3%

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	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) meetings and SST meetings (2 times per year) to analyze multiple assessment measures and plan/refine instruction and intervention to improve all learner outcomes.	All Students	2973 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 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 data to determine each student's need for support and create an action plan. 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.

			653 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for substitutes who provide release days.
1.3	Response to Intervention (RtI) bi-weekly meetings are planned to discuss students who are experiencing challenges with classroom engagement, mastering grade-level academic skills, 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	District Funded 1000-1999: Certificated Personnel Salaries Teachers and support staff (MTSS Specialist teacher, RSP teacher, school psychologist, mental health specialist) will attend these weekly solution-oriented meetings before or after school to come up with action plans to support improved outcomes for students. District Funded 3000-3999: Employee Benefits Teacher benefits
1.4	Structured Collaboration Time, Professional Development, Ongoing Coaching Support from District Lead Teacher	All Students	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. The district lead teacher will provide professional development and ongoing coaching support. District Funded 3000-3999: Employee Benefits Teacher benefits District Funded 1000-1999: Certificated Personnel Salaries Lead teachers provide Professional Development in high quality first instruction

			District Funded 3000-3999: Employee Benefits Lead teacher benefits
1.5	MTSS Specialist Teacher	All Students	25399 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Teacher will work with grade level teams to provide high quality first instruction and tier 2 and 3 interventions for all students. 8010 Learning Recovery 3000-3999: Employee Benefits Teacher benefits
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 an Individual Education Program (IEPs) and ensure that all students have access to high-quality grade level instruction and grade level content.	Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Teacher salaries District Funded 3000-3999: Employee Benefits Teacher benefits 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. 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.
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	District Funded 1000-1999: Certificated Personnel Salaries Lead teachers provide Professional Development in ELD strategies. District Funded 3000-3999: Employee Benefits

			Lead teacher benefits
1.8	Bilingual Instructional Assistant	English Learners and Emerging Bilinguals	4954 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant to support student needs in the classroom. 2040 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits
1.9	General Education Paraeducator Support	All Students	11143 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils access to grade level standards and reach grade level proficiency. 4032 LCFF - Supplemental 3000-3999: Employee Benefits Benefits

Annual Review

SPSA Year Reviewed: 2024-25

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 Rate	2.01 Daily Attendance Rate (August 2024 - May 2025) Overall: 95.9%. Chronic Absenteeism: 6.51% (August 2024 - May 2025)	Improve daily student attendance rate by 1%. Improve chronic absenteeism by 1%..
2.03 Suspension and expulsion	2.03 Natoma Station: 0.7% of students were suspended in 2024-25.	Maintain suspension rate below 1%.
2.04 Volunteers and Parent Attendance	2.04 Increase parent volunteers by 5% and parent attendance at all school events.	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 and Family Literacy Workshops. 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 5th Grade Student Survey: Caring adults in school increased by 7% 2023-2024: 73% of students reported, "Yes, most of the time" or "Yes, all of the time". 2024-2025: 80% of students reported, "Yes, most of the time" or "Yes, all of the time". 5th Grade Student Survey: Student Connectedness increase by 2% 2023-2024: 76% of students reported, "Yes, most of the time" or "Yes, all of the time". 2024-2025: 78% of students reported, "Yes, most of the time" or "Yes, all of the time". Parent Survey: School encourages me to be an active partner with the school in educating my child: Decreased by 5%. However, very high overall. 2023-2024 97% of parents strongly agree and agree. 2024-2025: 92% of parents strongly agree and agree. Parent Survey: Parents feel welcome to participate at this school: Decreased by 4%, however, very high overall. 2023-2024: 97% of parents strongly agree and agree. 2024-2025: 93% of parents strongly agree and agree.	Increase in student connectedness and caring adults by 2% and maintain high level of parents feeling encouraged to be an active partner with school and in feeling welcome to participate at Natoma Station.
2.04 Family Engagement Events	2.04 We hosted 14 family engagement events in 2024-2025, an increase of 30% over the prior year.	Continue to offer a variety of family engagement events spread out throughout the year. Continue to offer a balance of community building events, such as our multicultural night and parent engagement events to strengthen partnerships with parents such as family literacy workshops.
2.04 Communication	2.04 Several platforms of communication: Site Council, ELAC, PTO meetings, Weekly information, and multi-mode outreach available in multiple languages and with the ability for families to respond through ParentSquare, and the weekly digital newsletter (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 10 or more. Maintain our partnership with the Folsom Garden Club and engage them in continuing to fund our school garden program.

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 weekly 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. Communicating 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 97% daily attendance rate and decrease our chronically absent rate by 1%.	All students.	4849 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Office clerk closely monitors daily attendance and reaches out to families by phone daily. 1886 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 1000-1999: Certificated Personnel Salaries Mental health specialist facilitates behavior academies providing Tier 2 behavior support. District Funded 3000-3999: Employee Benefits Mental health specialist benefits.
2.2	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	All students	600 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) Purchase prizes for Cheetah Champ rewards, Food and Prizes for Principal Prize Lunch District Funded 1000-1999: Certificated Personnel Salaries

	alternative recess to students who need additional support. Our mental health specialist will provide targeted support to students needing additional social-emotional and/or behavioral support by implementing behavior academies. Our Special Friends facilitator will provide small groups and individual support to strengthen social skills, self-management skills, and emotional regulation skills.		Mental Health Specialist will provide professional development for staff and offer behavior academies for students needing additional support. District Funded 3000-3999: Employee Benefits Mental Health Specialist benefits 3000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Special Friends
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.	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.) District Funded 1000-1999: Certificated Personnel Salaries Climate and Culture Facilitators Salaries District Funded 3000-3999: Employee Benefits Climate and Culture Facilitator benefits 300 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Refreshments for Town Hall Meetings with the Principal for parent outreach and engagement.
2.5	Support collaboration between Behavior Support Providers, special education teachers, and general education teachers to provide support to students with disabilities.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Release time for special education and general education teachers to collaborate with support providers.

			District Funded 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 sites, 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	District Funded 1000-1999: Certificated Personnel Salaries Mental health specialist will support teachers by facilitating SEL lessons for 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 opportunities. Parent coordinator will partner with our PTO to support parent engagement workshops and community building events.	All Students	4389 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. 1656 LCFF - Supplemental 3000-3999: Employee Benefits Parent coordinator benefits
2.8	School staff will partner with PTO to offer after school student clubs (choir, musical theater, chess) and family engagement nights (Welcome Back Bash, Family Literacy Night, STEAM Night, Town Hall Meetings, Musical Theater Performance, Harvest Festival, Family Cultural Night, etc. - approximately 14 events).	All Students	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 refreshments and supplies for Family Literacy Workshops. 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 Town Hall Meetings, 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, music, chess boards, etc. 300 Donations 4000-4999: Books And Supplies Purchase supplies and materials for Family Literacy Workshops. Purchase supplies for Family Cultural Night.
2.9	Guiding Coalition	All Students	3941 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Extra Hourly for teacher leaders to participate in 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. 868 LCFF - Supplemental

			3000-3999: Employee Benefits Certificated Extra Hourly for teacher leaders benefits
2.10	Supplemental Materials - board games and other resources to improve social skills, self-management skills, and self-regulation skills through the implementation of behavior academies.	All Students	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 Site Council and ELAC meetings, Town Hall meetings, Parent Engagement Workshops (Family Literacy), Friday Folders, ParentSquare, social media and weekly online Cheetah Bytes Newsletter (Smore).	All Students	600 Donations 4000-4999: Books And Supplies Friday Folders Donations 5900: Communications Cost to purchase Smore 600 Donations 4000-4999: Books And Supplies Refreshments for family events and family engagement workshops
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	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	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	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. The intervention teacher will attend all Rtl and Student Success Team (SST) meetings - for students with additional behavior, social-emotional, and/or academic needs. 8010 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
2.16	Health Assistant	All students	2676 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. 1045 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant benefits
2.17	Monthly Character Traits and Competencies	All students	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	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	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 to build a shared culture of understanding and empathy between neurodiverse students and neurotypical students.
2.21	Inclusion	All students	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 evidence-based practices for meaningful inclusion.

Annual Review

SPSA Year Reviewed: 2024-25

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 a strong sense of belonging and connectedness for all students, staff, and families. We will continue to work on ensuring that our communication is reciprocal and all stakeholders have opportunities to share their 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 in addition to a variety of activities during recess, including access to an alternative recess space. We will continue to monitor student behavior incidents using SWIS and respond to additional needs with targeted interventions and supports. Our school's mental health specialist will provide additional support and interventions for students and staff by facilitating behavior academies for students who need additional intervention in an area of need. Our Special Friends facilitator will support students in a small group and one-on-one setting to build their social skills, self-regulation skills, self-efficacy, and confidence. Our Parent Coordinator and our PC Pals Coordinator will help to connect our school and families with our broader community, to utilize the many resources that are available to us.

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 Natoma Station incorporates ongoing PD in weekly staff meetings, minimum days, release days, and Professional Development days. We will continue with our focus on a robust implementation of PLCs, foundational reading evidence-based practices, in addition to training in inclusive and culturally responsive practices. This year we will continue to focus on evidence-based writing practices and use collective teacher scoring of student work to build capacity for all teachers. In addition, we will collaborate with our district's math lead teachers to build teacher's understanding and implementation of a balanced and highly engaging instructional approach focused both on building understanding and competence of mathematical content and mathematical practices.	3.1 Provide the equivalent of four or more days of Professional Development to implement state standards including math, writing, and foundational reading.
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 Learner (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 2022-2023 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: (May 2024): 58% Proficient (May 2025): 68% Proficient Natoma Station All Students Performance in Reading: (May 2024): 69% Proficient (May 2025): 77% Proficient	3.2 Increase student growth and performance in Reading (by 1%), Early Literacy (by 2%) and Math by (3%).

	Natoma Station All Students Performance in Math: (May 2024): 74% Proficient (May 2025): 67% Proficient	
3.01 Culturally responsive and inclusive pedagogy.	As a site participating in FCUSD's Inclusion Pilot, we will continue to provide PD opportunities for all staff focused on evidence-based inclusive practices provided by Changing Perspectives. We will continue to provide ongoing PD for all staff 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 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.	All students	District Funded 1000-1999: Certificated Personnel Salaries 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 and SST Meetings (2 times per year) with the principal to analyze student assessments and plan/refine instruction to improve all learner outcomes.	All students	District Funded 1000-1999: Certificated Personnel Salaries Professional Learning Communities (PLC) meetings District Funded 3000-3999: Employee Benefits Teacher benefits 2490 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher Release time for Every Student by Name Meetings, SST Meetings, and Professional Development related to a robust implementation of PLCs. 548 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	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, UFLI, and LETRS Training provided for all teachers.	All students	District Funded 5000-5999: Services And Other Operating Expenditures Professional development on LETRS, SIPPS, UFLI and science of reading
3.5	Provide training to new teachers for ELA and Math curriculum (Benchmark Advance, UFLI, and EnVision/San Francisco Math).	All students	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	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	English Language Learners	4954 LCFF - Supplemental

	support parent engagement, translations, and parent conferences.		2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant 2040 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits
3.8	General Education Paraeducator	All Students	11142 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. 4031 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	Parent Teacher Association/Parent Faculty 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 and who work in self-contained classrooms with special needs children and teachers who work with typically developing students in general education classrooms.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Changing Perspectives consulting services to provide training around evidence-based inclusive practices for certificated and classified staff.
3.11	Intervention Teacher	All Students	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. 8009 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
3.12	Release teachers to observe other teachers with strong instructional practices that align with	All Students	950 LCFF - Supplemental

	FCUSD's Model of Instruction (instructional rounds).		1000-1999: Certificated Personnel Salaries Substitute Teachers 210 LCFF - Supplemental 3000-3999: Employee Benefits Substitute teacher benefits
3.13	Zearn Math Digital Learning Platform	All Students	2,500 Parent Teacher Association/Parent Faculty 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	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	Donations 5000-5999: Services And Other Operating Expenditures Field trip scholarships for students who are economically disadvantaged.
3.16	Provide professional development opportunities for classified staff (paraeducators, bilingual instructional assistant, yard supervisors) in implementing evidence-based SEL strategies, meaningful inclusion, PBIS, and instructional strategies that support students with diverse academic needs.		1867 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Professional development opportunities for classified staff 701 LCFF - Supplemental 3000-3999: Employee Benefits Employee benefits

Annual Review

SPSA Year Reviewed: 2024-25

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, 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 and learning targets and creating Common Formative Assessments in ELA and Math to drive instructional decisions. 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 foundational reading instruction, writing instruction, and math 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	93%	4.1 Ensure all certificated staff have 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 two teachers who hold an emergency credential and are on track for completing their 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 are 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	4849 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. 1886 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	District Funded 1000-1999: Certificated Personnel Salaries Collaboration and Professional Development provided during structured collaboration time. District Funded 3000-3999: Employee Benefits Teacher benefits
4.5	Beginning Teacher Support and Assistance program (BTSA) and school site level support for new teachers.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Experienced site and district teachers provide mentoring, instruction, and observation

			opportunities to the three 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 who effectively use evidence-based instructional strategies aligned with FCUSD's Model of Instruction (instructional rounds).	All Students	1188 LCFF - Supplemental 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. 263 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for certificated sub
4.7	Bilingual Instructional Assistant	English Learners / Emerging Bilinguals	4954 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Bilingual Instructional Assistant supports all students with language needs in both individual and small group settings for a total of 21 hours/week. 2039 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits
4.8	Health Assistant	All Students	2675 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Our health assistant 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 1045 LCFF - Supplemental 3000-3999: Employee Benefits Health assistant benefits
4.9	Intervention Teacher	All Students	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. 8009 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	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	All Students	4388 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Parent Coordinator 1656 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator Benefits

Annual Review

SPSA Year Reviewed: 2024-25

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 certificated staff members are fully credentialed with the exception of two teachers who hold an emergency credential and are on track for completing their credential. Teachers will be trained on FCUSD's Model of Instruction and will regularly receive meaningful feedback and coaching to continually improve practice. Teachers regularly participate in Professional Development training and implement evidence-based instructional practices, with a focus on integrating social-emotional learning, culturally responsive, and inclusive practices. Teachers meet weekly in Professional Learning Teams to prioritize instruction based on the essential standards, measure student learning using common formative assessments, analyze student assessment data, and make instructional decisions based on student learning outcomes. Our Beginning Teacher Support and Assessment (BTSA) program and experienced site mentor teachers support 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 coaching 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: 2024-25

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	\$257,715.00
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	\$4,100.00
LCFF - Supplemental	\$103,981.00
Learning Recovery	\$133,634.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$15,800.00

Subtotal of state or local funds included for this school: \$257,715.00

Total of federal, state, and/or local funds for this school: \$257,715.00

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	103,981	0.00
Learning Recovery	133,634	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	200.00
Donations	4,100.00
LCFF - Supplemental	103,981.00
Learning Recovery	133,634.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	15,800.00

Expenditures by Budget Reference

Budget Reference	Amount
	600.00
1000-1999: Certificated Personnel Salaries	120,201.00
2000-2999: Classified Personnel Salaries	56,477.00
3000-3999: Employee Benefits	58,637.00
4000-4999: Books And Supplies	12,700.00
5000-5999: Services And Other Operating Expenditures	6,100.00
5700-5799: Transfers Of Direct Costs	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

5000-5999: Services And Other Operating Expenditures	District Funded	200.00
2000-2999: Classified Personnel Salaries	Donations	700.00
4000-4999: Books And Supplies	Donations	3,400.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	18,605.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	55,777.00
3000-3999: Employee Benefits	LCFF - Supplemental	26,599.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	3,000.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	101,596.00
3000-3999: Employee Benefits	Learning Recovery	32,038.00
	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.)	9,300.00
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	59,204.00
Goal 2	74,719.00
Goal 3	65,441.00
Goal 4	58,351.00

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
Courtney Morales	Classroom Teacher
Hanna Johnson	Classroom Teacher
Aisha Prince	Classroom Teacher
Courtney Hvostal	Other School Staff
Anne Delgado	Parent or Community Member
Katie Rivera	Parent or Community Member
Audrey Banerjee	Parent or Community Member
Jonah Stullman	Parent or Community Member
Karen Hernandez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
Vickie Boudouris	Principal
Karen Hernandez	Parent or Community Member

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Principal, Vickie Boudouris on 5/20/2025
	SSC Chairperson, Jonah Stullman on 5/20/2025

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 20, 2025.

Attested:

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/at si planning webinar 22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/at si plans summary.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 Meeting Minutes
5/20/2025 4:00pm

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

Call to order: 4:02 pm

Members Present: Aisha Prince, Jonah Stullman, Ernesto Cacerez (non member), Courtney Hvostal, Vickie Boudouris, Courtney Morales, Anne Delgado

Read and approve Minutes from Meeting [March 11, 2025 Meeting Minutes](#)

Motion to approve: Jonah Stullman

2nd: Courtney Morales

All in favor

Discussion:

- Where do we follow through with surveys? Should it be ParentSquare or Cheetah Bytes?
- Want to be better with surveying students.
- Courtney and Mary work with Sam Drazin to work on empathy scripts with students doing the acting. Want the students to have more agency.
- Anne wants to be on PBIS and will help with PBIS videos and student council.
- FOLLOW UP: parent square newsfeed- can we delete and favorite items?

Presentation [2024-2025 Progress on SPSA Goals](#) and 2025-26 Budget Allocation Presentation
[2025 - 2026 Supplemental Budget Allocation Presentation](#)

ADOPT, ADAPT, ABANDON!- Review data and see what we should adopt, adapt to, or abandon.

- Unduplicated students- 172 (32%), increasing from years past.
- English Learners- 86 students, 16% of our student population.
- Supplemental funding- below 45% (maybe 50%)unduplicated is \$50,000 for PD, staff, services (programs)
- Attendance- 95.9% for 2024-2025, up slightly from 95.4% 2023-2024
- Suspension rate data is not available yet but expected to slightly decrease

CAASPP: ELA and Math

- Still recovering our learning since COVID
- Data presented is from 2023-2024, data not in yet for 2024-2025

Office referrals:

Number of referrals dropped 14% since last year- means fewer incidents

STAR TESTING: ELA

Kinder: adopted UFLI this year and data shows it made a world of difference. 0 kinders in urgent intervention

1st grade saw improvements, also using UFLI for tier 1

2nd grade- moving in the right direction, great gains UFLI tier 1

3rd grade- SIPPS is the intervention, no UFLI

4th grade- SIPPS, No UFLI showing growth, lower on star than CAASPP

5th grade- SIPPS as intervention, no UFLI. Showing growth, still 9 in intervention, 1 urgent intervention

STAR TESTING- math

2nd grade- smaller shifts for math than reading

3rd grade-growth in math

4th grade- scored close to CAASPP results.

5th grade- results stayed close to the same for the three assessments through this year.

Increasing Student Connectedness:

-Sense of belonging and support from adults at the school both increased slightly from 2024.

-Parents report feeling they are a partner of our school.

-Ask teachers or room parents to put parent surveys in class newsletters

Supplemental Spending:

-Discussed Supplemental Spending items and rationales for the \$50,000

-Want to fund training for support staff- so they are able to implement PBIS

-Instructional rounds- releasing teachers so they can see the implementation of new strategies from other teachers who have taken PD on the subjects.

Motion to approve supplemental spending budget: Anne Delgado

2nd: Aisha Prince

All in favor

Next meeting date is August, 2025

Meeting adjourned at: 4:51pm

Natoma Station Elementary School

Site Council & ELAC 2024/25

5/20/2024 4:00pm

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

- 1) Welcome
- 2) Read and approve Minutes from 3/11/2025 Meeting [March 11, 2025 Meeting Minutes](#)
- 3) Review Student Progress Presentation [2024-2025 Progress on SPSA Goals](#) and 2025-26 Budget Allocation Presentation [2025 - 2026 Supplemental Budget Allocation Presentation](#)

2023-24 & 2024 - 25 California School Dashboard Data local data sources including:

- ❖ 2024-25 Attendance Data (May 16, 2025)
- ❖ Chronic Absenteeism Rate
- ❖ Suspension Rate
- ❖ Student Academic Performance as measured by the CAASPP for English Language Arts and Mathematics
- ❖ Academic Progress Fall 2024 to Spring 2025 (Renaissance Diagnostic Assessments)
- ❖ English Learner Progress
- ❖ 2024-25 SWIS Discipline DATA - Office Referrals (May 20, 2025)
- ❖ California Healthy Kids Survey Data (2024-2025)

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

Next meeting date is August, 2025

- 6) Adjourn meeting

5/20/25 NSE Site Council Sign In	
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